

**THE STUDENTS' PERCEPTION ON EFL TEACHER TALKING TIME
ON ENGLISH CLASSROOM AT SENIOR HIGH SCHOOL OF
PALANGKA RAYA**

THESIS



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2018 M / 1439 H**

**THE STUDENTS' PERCEPTION ON EFL TEACHER TALKING TIME
ON ENGLISH CLASSROOM AT SENIOR HIGH SCHOOL OF
PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



**BY
RAUDATUL JANNAH
NIM 1301120854**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2018 M / 1439 H**

ADVISOR APPROVAL

Thesis Title : The Students' Perception on EFL Teacher Talking Time on English Classroom at Senior High School of Palangka Raya

Name : Raudatul Jannah

NIM : 1301120854

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.


Palangka Raya, May 16th 2018

Advisor I

Advisor II



Lugman Baehaqi, S.S., M.Pd
NIP. 19800823 201101 1 005



Akhmad Ali Mirza, M. Pd
NIP. 19840622 201503 1 003

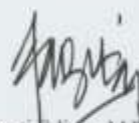
Acknowledged by:

Vice Dean in Academic Affairs

Chair, Department of Language Education



Dra. Hj. Rodhatul Jennah, M.Pd
NIP. 19671003 199303 2 001



Santi Ertiana, M.Pd
NIP. 19801205 200604 2 003

THESIS APPROVAL

Thesis Title : The Students' Perception on EFL Teacher Talking Time on English Classroom at Senior High School of Palangka Raya

Name : Raudatul Jannah

NIM : 1301120854

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasah* on:

Day : Thursday

Date : June 7th, 2018 M / 22 Ramadhan 1439 H

BOARD OF EXAMINERS

Hj. Apni Ranti, M.Hum

(Chair/Examiner)

Santi Erliana, M.Pd

(Main Examiner)

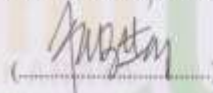
Luqman Bachaqi, S.S, M.Pd

(Examiner)

Akhmad Ali Mirza, M.Pd

(Secretary/Examiner)

()

()

()

()

Approved by:

Dean, Faculty of Teacher Training and Education



Drs. Fahmi, M.Pd

NIP. 19610520 199903 1 003

OFFICIAL NOTE

Palangka Raya, May 16th 2018

Case : Examination of
Raudatul Jannah's Thesis

To
The Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka
Raya
In-
Palangka Raya

Assalamualaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of:

Name : Raudatul Jannah

SRN : 1301120854

Thesis Title : The students' Perception on EFL Teacher Talking Time
on English Classroom at Senior High School of Palangka Raya

Can be examined in Partial fulfillment of the requirements of the Degree
of *Sarjana Pendidikan* in the Study Program of English Education of the
Language Education of the faculty of Teacher Training and Education of the State
Islamic Institute of Palangka Raya.

Thank you for your attention.

Wassalamualaikum Wr. Wb

Advisor I,



Luqman Baehaqi, S.S., M.Pd
NIP. 19800823 201101 1 005

Advisor II,



Akhmad Ali Mirza, M. Pd
NIP. 19840622 201503 1 003

MOTTO AND DEDICATION

مُؤْمِنِينَ كُنْتُمْ إِنَّ الْأَعْلَى وَأَنْتُمْ تَحْزَنُوا وَلَا تَهْنُوا وَلَا

“ ... So do not weaken and do not grieve, and you will be superior if you are [true] believers”

(Q.S.Al-Imran:139)

This Thesis is dedicated to:

My beloved Father Salahuddin and Mother Hatinah for their valuable endless prayer, sacrifice, and support. My beloved sister and brother Sri Munawarrah and Muhammad Amirullah also My beloved friends for their support.

DECLARATION OF AUTHORSHIP

Herewith, I:

Name : Raudatul Jannah
NIM : 1301120854
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, May 16th 2018

METERAI
POMPEL
RAUDATUL JANNAH
6000
RAUDATUL JANNAH
NIM. 1301120854

Yours Faithfully



ABSTRACT

Jannah, Raudatul. 2018. *The Students' Perception on EFL Teacher Talking Time of English Classroom at Senior High School of Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Luqman Baehaqi, S.S, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Key words: perception, teacher talk, English classroom

This research was aimed to know student perception on EFL teacher talking time in the classroom during English learning process.

The sample were taken based on purposive sampling technique, namely 225 students at eleventh grade from 5 school in Palangkaraya such as SMA 1 Palangka Raya, MAN Kota Palangka Raya, SMKN 1 Palangka Raya, SMAS Muhammadiyah 1 Palangka Raya, and MA Muslimat NU Palangka Raya. One research problem was formulated as in follow. (1) How do student feel about EFL teacher talk on the classroom?

This study was kind of survey research with quantitative approach, and the data collected by using questionnaire. The result findings showed that the students tended to prefer their English teacher talk using English language in classroom. This preference was concluded from the dominant scale that had been chose-that was, the scale of "agree". This "agree" included toward the statement that led to the teacher as the subject of the questions like teachers speaking English in teaching and learning process by applying some activities such as repeating the words, giving instruction, asking and answering questions, motivating and praising the student that dominantly used English language.

ABSTRAK

Jannah, Raudatul. 2018. *Persepsi Siswa Terhadap Ujaran Guru Di Dalam Kelas Bahasa Inggris Di SMA Sekota Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Luqman Baehaqi, S.S, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci: persepsi, ujaran guru, kelas bahasa Inggris

Riset ini dimaksud untuk mengetahui persepsi siswa terhadap ujaran guru bahasa Inggris didalam kelas bahasa Inggris selama pembelajaran bahasa Inggris berlangsung.

Penelitian ini menggunakan purposive teknik untuk menentukan sample yang diambil. Sebanyak 225 siswa kelas 11 diambil sebagai sample dari 5 sekolah yang ada dikota Palangka Raya. Yaitu SMA 1 Palangka Raya, MAN Kota Palangka Raya, SMKN 1 Palangka Raya, SMAS Muhammadiyah 1 Palangka Raya, dan MA Muslimat NU Palangka Raya. Satu pertanyaan dalam rumusan masalah dirumuskan dalam penelitian ini. (1) Bagaimana persepsi siswa terhadap ujaran guru didalam kelas pada saat mengajar bahasa Inggris.

Penelitian ini adalah penelitian survey dengan pendekatan kuantitative. Untuk menggumpulkan data, riset ini menggunakan kuisisioner. Hasil dari penelitian ini menyatakan bahwa siswa setuju terhadap guru sebagai subjek yang menggunakan bahasa Inggris didalam kelas pada saat pembelajaran bahasa Inggris seperti guru berbicara bahasa Inggris dalam proses belajar mengajar dengan menerapkan beberapa kegiatan yaitu mengulang kata, memberikan instruksi, bertanya dan menjawab pertanyaan, memotivasi dan memuji siswa.

ACKNOWLEDGEMENTS

The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Drs. Fahmi, M.Pd., for his invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Drs. Hj. Raudhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Santi Erliana, M.Pd., for her invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, M. Zaini Miftah, M.Pd., for his invaluable assistance both in academic and administrative matters.
5. Her thesis advisors, Luqman Baehaqi, S.S, M.Pd. and Ahmad Ali Mirza, M.Pd, for their generous advice, valuable guidance, and elaborate correction during their busy time to the completion of her thesis.
6. Both the members of the board of examiners, for their corrections, comments, and suggestions which are profitable to the accomplishing of this thesis.

7. All lecturers of Study Program of English Education from whom she got indept knowledge of English and English teaching.
8. The principal of SMKN 1 Palangkaraya, Ruanda, S.Pd, M.M., SMAN 1 Palangkaraya, Dra. Badah Sari, M.M., MAN Kota Palangkaraya, H. Idayani, M.Pd.i., MA Muslimat NU, Mashudi MS, S.Ag, M.Pd., for they permission to take research at the school.
9. Her classmates of Study Program of English Education, especially the 2013 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish my study
10. Her beloved parents, Salahuddin and Hatinah, beloved sister and brother, Sri Munawarrah and Muhammad Amirullah for their moral support and endless prayer so that she is able to finish her study. Then, for special friends Sri Tumika, Nana Apriliana Riski Rismalya and Nurhalipah who always gave her help to finish the research. May Allah SWT bless them all. Amin.

Palangka Raya, May 16th 2018

The writer,

RAUDATUL JANNAH

NIM 1301120854

TABLE OF CONTENTS

COVER PAGE	i
COVER (Second Page)	ii
ADVISOR APPROVAL	iii
THESIS APPROVAL	iv
OFFICIAL NOTE	v
MOTTO AND DEDICATION	vi
DECLARATION OF AUTHORSHIP	vii
ABSTRACT	viii
ABSTRAK (Indonesia)	ix
ACKNOWLEDGEMENTS	x
TABLE OF CONTENT	xii
LIST OF TABLE	xiv
LIST OF FIGURES	xvi
LIST OF APPENDICES	xvii
LIST OF ABBREVIATION	xviii
 CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Research Problem	4
C. Objective of the Study	4
D. Scope and Limitation	4
E. Significance of the Study	5
F. Definition of Key Terms	5
 CHAPTER II REVIEW OF RELATED LITERATURE	
A. Related Studies	7
B. Perception	12
C. Student Perception	12
D. Teacher Talk	12
E. The Feature of Teacher Talk	14
F. The Formal Feature of Teacher Talk	15
G. The function Feature of Teacher Talk	16
H. Teacher Question	17
I. Teacher Feedback	19
J. Second Language Acquisition Theory	19
K. Krashen's Input Theory	20
 CHAPTER III RESEARCH METHOD	
A. Research Design	22
B. Population and Sample	23
C. Research Instruments	26
D. Data Collection Procedures	32
E. Data Analysis Procedures	33

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Data Presentation	35
B. Research Finding.....	41
C. Discussion	70

CHAPTER V CONCLUSION AND SUGGESTION

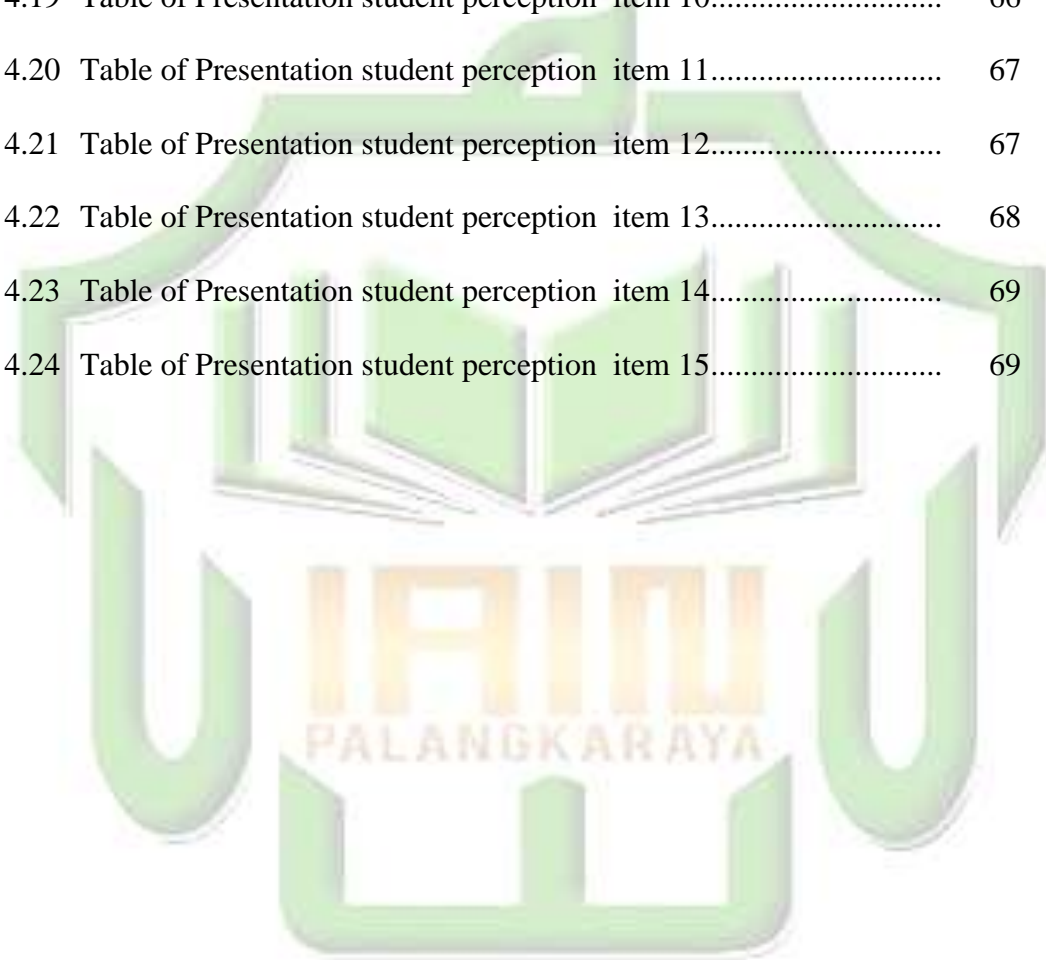
A. Conclusion	81
B. Suggestion.....	82

REFERENCES

LIST OF TABLES

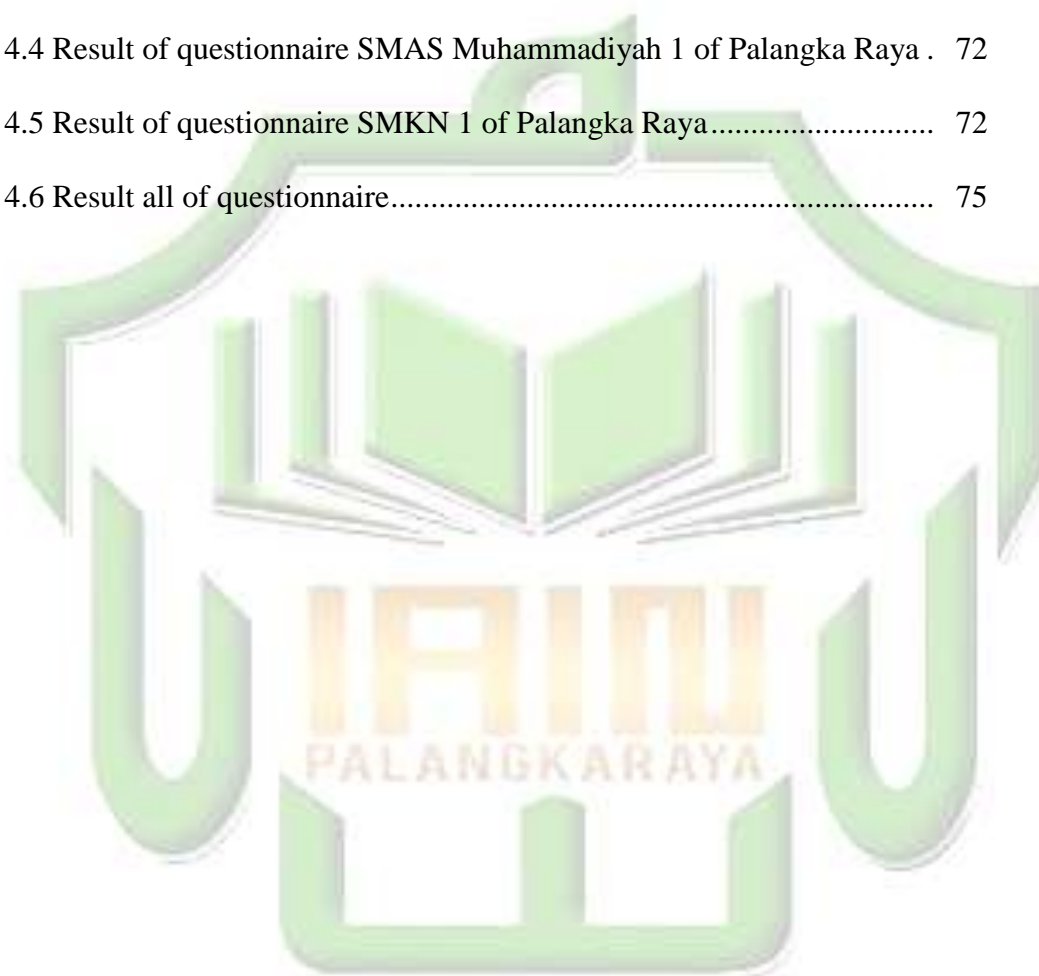
Table	Page
3.1 Data of Senior High School at Palangkaraya	23
3.2 Sample	26
3.3 Questionnaire item specification	28
3.4 Result of test validity	30
3.5 Case processing summary.....	32
3.6 Reliability statistics.....	32
4.1 Presentation data of 5 school at Palangkaraya.....	35
4.2 The calculating of mean.....	41
4.3 The calculating of deviation score and standard deviation.....	42
4.4 Result of questionnaire analysis of SMAN 1 Palangka Raya.....	42
4.5 Result of questionnaire analysis of MAN Kota Palangka Raya	45
4.6 Result of questionnaire analysis of MA Muslimat NU Palangka Raya	48
4.7 Result of questionnaire analysis of SMAS Muhammadiyah 1 Palangka Raya	52
4.8 Result of questionnaire analysis of SMKN 1 Palangka Raya.....	55
4.9 Result of questionnaire analysis from 5 School of Palangkaraya.....	58
4.10 Table of Presentation student perception item 1.....	61
4.11 Table of Presentation student perception item 2.....	62
4.12 Table of Presentation student perception item 3.....	62
4.13 Table of Presentation student perception item 4.....	63

4.14	Table of Presentation student perception item 5.....	64
4.15	Table of Presentation student perception item 6.....	64
4.16	Table of Presentation student perception item 7.....	65
4.17	Table of Presentation student perception item 8.....	65
4.18	Table of Presentation student perception item 9.....	66
4.19	Table of Presentation student perception item 10.....	66
4.20	Table of Presentation student perception item 11.....	67
4.21	Table of Presentation student perception item 12.....	67
4.22	Table of Presentation student perception item 13.....	68
4.23	Table of Presentation student perception item 14.....	69
4.24	Table of Presentation student perception item 15.....	69



LIST OF FIGURES

Figure	Page
4.1 Result of questionnaire SMAN 1 of Palangka Raya.....	70
4.2 Result of questionnaire MAN Kota of Palangka Raya	71
4.3 Result of questionnaire MA Muslimat NU of Palangka Raya.....	71
4.4 Result of questionnaire SMAS Muhammadiyah 1 of Palangka Raya .	72
4.5 Result of questionnaire SMKN 1 of Palangka Raya.....	72
4.6 Result all of questionnaire.....	75



LIST OF APPENDICES

Appendix

1. Questionnaire	86
2. Research Schedule	88
3. Result of Try Out.....	89
4. Result of test validity.....	91
5. r_{table} Product Moment.....	92
6. Documentation.....	93
7. Research Decrees (Surat Izin Penelitian dan Surat Pernyataan telah Mengadakan Penelitian).....	97
8. Curriculum Vitae	111

LIST OF ABBREVIATIONS

Etc	: Et Cetera
IAIN	: Institut Agama Islam Negeri
SMAN	: Sekolah Menengah Atas Negeri
MAN	: Madrasah Aliyah Negeri
MA	: Madrasah Aliyah
SMAS	: Sekolah Menengah Atas Swasta
SMKN	: Sekolah Menengah Kejuruan Negeri



CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the background of the study, research problem, the objective of the study, scope, and limitation, significance of the study and definition of key terms.

A. Background Of the Study

Teachers have a critical role in learners' achievement, and their characteristics can influence students' performance (Lasley, Siedentop & Yinger, 2006; Rockoff, 2004; Sanders, Wright, & Horn, 1997). One of the critical roles of the teacher is guide students to achieve the best result in their lesson. Especially on English language practice in the class.

A language class consists of communication in the class room, pair or group work and other classroom activities and students involvement in the learning process so that learner can learn target language and use it properly.

To obtain good English, the student must have a good input in Applying their second language. Ortega (2009, p. 59) Based on Krashen the single most important source of L2 learning is comprehensible input. Learners obtain comprehensible input mostly through listening to the oral message that interlocutors direct them via reading written texts that surround them, such as books. In line with Krashen, Skinner said knowledge can influence by stimulus and response together. so that, Language is a habit which is we can succeed if we try with repeatedly (Alison & Christy, 1989, p. 14). If the learners want to use L2 correctly, they must have input perfectly. That is,

teachers must have the ability to use a second language well and effectively. In line with (Brophy, 2000, p. 1) concludes any attempt to improve student achievement must be based on the development of effective teaching behavior in the classroom.

The classroom effect is more important than the school effect in explaining variation in student achievement in both cognitive and affective outcomes (Teddle & Reynolds, 2000). Learners learn from the teacher because the teacher is one of input learners in the class. Not only give the lesson but also influence the learners with ability in speak using L2. When the teacher talked using L2, automatically student will adopt as soon as possible. (Stern , 1983) said Teacher talk is likely to be the major or even the only source of target language input.

Krashen (1985, p. 78) with his SLA theory says teacher talk (TT) determine successful language learning by providing plenty of and high-quality input for. It's mean teacher talk influences learners in their L2. In line with Krashen, Nunan (1991) said teacher talk is crucial of importance, not only for the organization of the classroom but also in the process of acquisition. It is base on the teacher application on student either success or failure. In term of acquisition, teacher talk is important because it is the main source adopted by the learners.

Furthermore, based on second language acquisition theories, both teachers and students should participate in language class actively. Especially, in communicative EFL classes students need ample opportunity to practice

the target language so that the teacher should reduce the amount of their talk to 20% to 30% of the class time, and Student Talk Time should be around 70% to 80% during the lesson time (Tsageya & Davidson, 2014, p. 2).

According to the statement above, it can be concluded that teacher talk must be minimized, and student talk must be optimized in class to get best achievement and performance.

Teacher talk refers to how much teacher talk during class time and it is a vital aspect of a language based classroom. Teachers have to give lots of efforts to learners because to learn second language student's first language interferer in the second language and the way teacher presents himself students get only the input. Teachers talk not only use for information input but also to express their positive attitudes toward their students in second language classroom. Teacher talk can be used as tool to increase students' performance, interaction and to promote positive students' attitudes toward their teachers.

Besides, while teaching others subjects the focus is on the content but in language classes both the content and communication between teacher and students develop their language competence. (Rahman, p. 224). Over last few decades it can be seen that, an ideal language teacher is the teacher who motivated his students with positive attitudes, care about the students and all positive attitudes mostly expressed verbally in his talk with them in classroom. Therefore Harmer says that teacher's attitudes; manners play a

crucial role to interact with students, and it does not demand any technical expertise (as cited in Rahman, 2014, p.225).

Teacher talk generally make a classroom active and sometimes a classroom is successful or not depends on teacher's formulate instruction. On the other hand, sometimes one way interaction makes a classroom motionless. So, the more a class room is interactive the more the learner will get the opportunity to practice and learn second language successfully. The purpose of the paper is to know the student perception of EFL teacher talking time of English classroom and to raise teacher's' awareness of the importance of talking and minimize teacher talk and maximize students' talk in senior high school of Palangka Raya.

B. Research Problem

To clarify the problem that is going to be analyzed, the statements of the problems are formulated as follow:

1. How do student feel about EFL teacher talk on the classroom?

C. Objective of the Study

The objectives of the study are stated as follows:

1. To know the student perception on EFL teacher talking time in the classroom.

D. Scope and Limitation

The writer would like to limit the scope of the study to the following problems in order to avoid misinterpretation of the problem the scope is presented in the following:

1. This research especially focused on the student perception on EFL teacher talking time of English classroom.
2. This research is conducted to student 11 grade from 5 school of senior high school of Palangka Raya in academic years 2017/2018.

E. Significant of the Study

In writing this research, the writer has some objectives:

1. Practically: This research result can be used as references or reflection for the teacher about her performance, so that the teacher can improve her performance in teaching during teaching-learning process.
2. Theoretically: The result of the study can be used as input in English teaching process especially about the teachers' role in English teaching.

F. Definition of Key Terms

There are several definitions of the key term in this research. There is a correlation, mother tongue, student, and student's speaking ability.

1. Students' Perception

Students' perception can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class (McGoldrick and Caffrey, 2009 cited in Akande, 2009:32). In this study, students' perception is limited in two kinds of perception. They are students' opinion and preferences toward kinds of teacher's talk that used by English teacher.

2. Teachers' Talk

Teacher's talk is the special language the teacher uses when addressing second language learner in the classroom. It shares a number of common characteristics with foreigner-talk (Ellis, 1988: 96). Teacher's talk is also called kind of modification in teacher's speech, how teacher initiates the students and gives feedback to them with their speech (Ricard & Lackhof, 1994:184).

In this research, the teacher talk refer to English language use by the teacher during English subject in the classroom. On the other hand, teacher talk is the way the teacher use the language to provide feedback to the student.

3. English Classroom

Based on Nunan & Bailey (2009: 15), a classroom is a place in which teachers and learners are gathered together for instructional purpose. It means that English classroom can be defined as the gathering, for given period of time, of two or more persons (one of whom generally assumes the role of instructor) for the purpose of English language learning (Van Lier, 1988: 47 cited in Nunan & Bailey, 2009: 15). This definition encompasses everything tutorial session between teacher and learner in the English lesson.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes previous study, perception, student perception, teacher talk time, features of teacher talk time, formal features of teacher talk time, function of teacher talk time, teacher question, teacher feedback, SLA theory and Krashen's theory.

A. Previous Study

There are several previous studies related to this research. First, Students' Perceptions Towards Teacher Talk In English Classrooms. This research use qualitative to investigates on students' perception toward English teacher talk. It aims to know what the kinds and the impacts of teacher talk used by English teacher to English teaching learning process. Then, the students' expectation of an ideal English teacher talk is also important to be investigated in order to conduct a better one in the future. The data is collected from interview of 16 students of any programs which is recorded and then transcribed. The additional data about kind of teacher talk that used by English teacher is taken from classroom observation. Since this research explores the students' perceptions which come from the students' experience, qualitative approach is considered as an appropriate research design. The result of this research is presented descriptively in order to reveal the students' perception comprehensively. It was found that in giving question, students prefer referential question to display question. In fact, teacher more often used display question than referential question to initiate

students. In ways of giving feedback, when students produce incorrect or no answer, teacher usually used informing to follow them up. However, students prefer to be encouraged by the teacher. When students produce correct answer, they still prefer to be summarized, rather than being just simply praising.

Another research by Dina Septryana Putri About The Analisis of Teacher Talk and The Characteristic of Classroom Interaction in English as a Foreign Language Classroom. The purpose of this study was to find the type of teacher talk and characteristic of classroom interaction in EFL class of a vocational school in Bandung based on Flanders' Interaction Analysis Categories that consists of indirect and direct influence of teacher, students' initiation and responds, and silent moment. This research employed observation sheet, questionnaire, and video recording in order to reach the objectives. By using observation sheet, it was discovered that all categories of teacher talk existed in the classroom. However, asking questions and lecturing were the dominant ones. Students' perception that were gained by making use of questionnaire supported the finding of the categories of teacher talk in which students perceived that their teacher was more likely to influence them indirectly by asking many questions to involve them in the interaction. Then, this teacher talk type was in line with the characteristic of classroom interaction identified by using video recording which was discovered to be content cross. This kind of interaction indicated that teacher relied hard on asking and lecturing the students.

The Ratio Of Teacher Talking Time To Students Talking Time In EFL Classroom: A Case In Six Partner Preparatory Schools Of Haramaya University, Ethiopia by Alemayehu Getachew Tsehay and Dr. Manjula Davidson. This research aims to find out the proportion of EFL teachers talking time to students talking time in the preparatory school of Ethiopia. The researcher used six participants from six schools. Then, used classroom and recording to guide the data. The result of this study is the average teachers talking time was 83,4 % in the six studied EFL classroom of Ethiopia. The student has less opportunity to use the target language in a place where communicative language is implied. So it can be said, teacher dominant than a student in the class. This research only focuses on the proportion of teachers talking time and student talking time in class.

Liani Setiawati (2012) entitled A Descriptive Study On The Teacher Talk At EYL Classroom. The researcher uses descriptive study employers both quantitative and qualitative design in order to find deeper knowledge and understanding of teacher talk used by EYL teachers at the fourth grade of one International Elementary School in Bandung. Thus, the participants were the 3 English native speakers and 18 students there. This study aimed to find out how teachers make use of their teacher talk naturally in classroom settings. The result of this research is a teacher not only as a medium to achieve but also as a tool to build better dynamic interaction between teacher and students in classroom settings. This research, indirectly related to my

research. But have differences in research design which use mixed methods. Besides that, this research more focus on the style of teacher talk in class.

Then, the research from Firooz Mahmoodi about The effect of teacher talk style on student achievement. The purpose of this research to know the effect of teacher talk and interaction on students; achievement in Tabrazi high schools. 60 teachers and 800 students as a subject by multistage random sampling. The result of this study is a teacher not enough too much talk in the class. But the teacher must do interaction with the students and make the class actively. So, it can make student achievement better. This research has same them with my research about teacher talk and student achievement but the researcher using the large sample in high school of Tabriz. It is different with my research which focuses on senior high school only.

The Effect of Teacher Talk on EFL learners' Language Learning Performnce, and Learning Ststrategy Use by Bahador Sadeghi, Farzaneh Jaberi Ansari, and Ramin Rahmani. The result of this study are clearly showed the positive effect of appropriate teacher talk on learners' engagement and attitudes. Findings highlighted how the pedagogical discourse and language learning is mutually shaped by teachers and learners in their language learning practices. The study yields crucial implications which can be directly applied by teachers and teacher educators to the actual classroom practice.

Lin (2005) investigated whether there were differences between the teachers' talk in monolingual and bilingual classrooms. The result showed the teacher talk in monolingual and bilingual classrooms were different

significant. In monolingual class was more focused on content vocabulary and its function. Then, on bilingual class the teacher talk focused on form rather than content and teacher talk contained more phonological cues for teaching vocabulary items.

Inceciay (2010) investigated the role of teacher talk in young learners' language learning. The results of the study revealed that some of the features of teacher talk could facilitate learners' language process while other features restricted the learning process. More specifically, 'direct error correction', 'prompting', 'extended wait time' and 'repairing' facilitated students' learning process and 'turn competition', 'teacher echo' and 'extended use of turn taking' obstructed learners' acquisition.

The last The effect of teachers' talk on incidental vocabulary learning of 20 high-intermediate and advanced ESL students in an institute in Montreal was explored by Horst, Collins, White, and Cardoso (2010). The results of the study showed that teachers rarely used new vocabulary items in the class time and their talks were short and limited. Moreover, the results of the study revealed that although the teachers' discourse exchanges were short, they were comprehensive and complete. The findings of this study support the idea that teacher talk improves incidental vocabulary learning of the students.

Based on the previous study above, the studies are different each other. There are has significant and better in another result after their knowing the result both of them. While In this study, the researcher focuses on knowing

the perception of the student on EFL teacher talking time on the English classroom.

B. Perception

A. Adediwura and Bada Tayo (2007:165-167) in their academic journal elaborate the theories of perception by taking some experts' explanation. First, they take the theories as postulated by Allport (1966) who defines perception as the way people judge or evaluate others. The second, Eggen and Kauchak theories (2001) see perception from the cognitive dimension as the process by which people attach meaning to experiences. It means that the perception comes after people attend to certain stimuli in their sensory memories. However, perception will influence the information that enters working memory.

C. Student Perception

Students' perception according to McGoldrick and Caffrey (2009, cited in Akande, 2009:32), can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class.

Students' perception of teacher knowledge of subject matter, attitudes to work and teaching skills is absolutely dependent on the fact that they have been taught by the teachers under evaluation and are familiar with them.

D. Teacher Talk Time

Teacher talk time is the time which teachers spend while instructing, lecturing, managing or/and organizing the lesson. However, the amount of talk time the teacher use in a given lesson is not the same, it varies depend up on

both the specific goals of the syllabus adopted and their pedagogical principles (Nilton, 2005).

Teacher talk refers to the language used by the teacher when addressing second language learners in classroom interaction. Teacher plays a huge role in class room. In language class teacher gives instruction, feedback using the target language so that students can learn language to negotiate classroom instruction with the teacher and the other students. In traditional classroom teachers tend to teach them as “teacher centered” (Liu & Zhu, 2012, p. 117) where teachers only pass their knowledge, communication between teachers and students were rare and teachers domain mostly. According to Nunan (1991) teacher talk is of crucial importance, not only for organization and management of the classroom but also for the process of acquisition (as cited in Incecay, 2010, p. 277). Similarly, whether a classroom is successful or not depends on a large degree of usefulness of teacher talk (Liu & Zhu, 2012, p. 117). Then from Xiao-Yan (2006) most of the learners believed that teacher talk is the most useful source of learning inside the classroom and it has direct and positive effect on their learning.

Teacher talk is a guide and assessor and appropriate forms of teacher talk can create an ideal English environment for students to learn and communicate in the target language, which will help students acquire a good language habit and linguistic competence (Anton, 1993).

Ellis (1985:143) also points out: whether it is a subject lesson or a language lesson, successful outcomes may depend on the type of language

used by the teacher and the type of interactions occurring in the classroom. It can be concluded that teacher talk in the EFL classroom serves as at least two functions. Firstly, it serves as a valuable input of language exposure. Secondly, it is used in different ways to generate the interaction, to make the input comprehensible and consequently make the learning take place.

Teacher talk is also believed to be able to give more opportunity for the two to interact (Yanfen and Yuqin, 2010). Many interactive strategies also appear in teacher talk to make more interaction with the students according to Yanfen and Yuqin (2010). They include repetition, prompting, prodding, and expansions.

Flander (1970) as cited in Nunan (1989, p.149) promote the interaction analysis strategies that include teacher and student talk. According to FIAC, teacher talk is categorized into two main type, indirect influence and direct influence. In indirect influence, teacher could accept students' feeling, praising or encouraging students, accepting or using students' ideas, and asking questions to the pupil. Teacher directly influences the students by lecturing the students, giving direction, and criticizing as well as justifying authorities.

E. The Feature of Teacher Talk

Most of the researchers on teacher talk mainly focus on its features and TT has many kinds of features. According to some scholars (Hu Xuewen, 2003; Dai Weidong & Li Ming, 1998), teacher talk is regarded as a special simplified code with double features. The first one refers to the form of

teacher talk such as the speed, pause, repetition, modifications of teacher talk. The second one, which refers to the features of the language that teachers use to organize and control classes, includes the following aspects: the quality and quantity of teacher talk; the questions teachers use; interactional modifications and teachers' feedback.

F. The Formal Feature of Teacher Talk

Gaies (1977,1979), Henzl (1979), Long (1983b), Long & Sato (1983) they find out all kinds of reason of teacher talk and came up with the following theory:

- 1) Formal adjustments occur at all language levels whether it is primary or tertiary level. Henzl observed adjustments in pronunciation, in lexis, and in grammar.
- 2) In general, ungrammatical speech modifications do not occur. According to the students, teachers should choose his classroom speech. Because they are the model of the classroom and students follow them the most.
- 3) Interactional adjustments occur: A classroom consists of different level of students and their proficiency levels are different from each other. Teachers should not use same proficiency for all students. Teachers deliver their speech based on student's proficiency level. Long stated that in the syntactic domain, utterance length to children is shorter. It is characterized by clearer articulation, pauses between utterances and an overall slower rate of delivery. On the other hand, in the semantic domain, vocabulary is more restricted, teachers carefully select the words they use

according to the students proficiency and level. New words and difficult words are avoided (as cited in Yan, 2006. P. 15).

Chaudron(1988, p.85) found of teacher talk and summarized some research results on teacher talk that shows the classroom modifications:

- 1) Rate of speech is slower.
- 2) Pauses are more frequent and longer.
- 3) Pronunciation is simplified and exaggerated.

G. Functional Features of Teacher Talk

1. The amount of TT (teacher talk time)

In a classroom teacher and student both interaction make a class interesting. According to SLA theory teacher and student should participate actively. Teachers have to face two tasks in language classrooms: 1) offer enough high-quality English language input; 2) offer more opportunities for students to use the target language (Yan, 2006, p. 15). This line presents the importance of teacher talk time. A teacher is fulfilling his target lesson within time, encouraging students participation in classroom within his class time is known as Teacher Talk Time (TTT) (Akter,2010, p.15).

Xuelian Lei stated that teacher talk played an important role to expose their language and give them idea how communicated with others using L2 (as cited in Akter, 2010, p.15). Teacher talk influenced over students a lot, at the same time over teacher talk hamper students. Learners can successfully finished a course by actively participate. When students

thoroughly participate in every task, questioning, answering in class actively means they are using their time effectively. Researcher mostly found that in language classes' teachers tend to speak more. In that case students get less opportunity to talk in language class and their proficiency level do not developed. To avoid the problem scholars suggested maximizing student talk and minimizing teachers talk in language classes. Harmer added that the best lessons are ones where STT is maximized.

H. Teacher Question

1. Function of Teachers' Question

According to Donald, K & Paul D. Eggen (1989) these functions divided into three broad areas- diagnostic, instructional and motivational (as cited in Yan, p.15).

As a diagnostic tool, Questioning is done in the class room by teachers to get a glimpse of what their learners know, think about the topic.

Secondly, instructional function focuses on the role that questions helped students to connect new material with previous one (i+1) (as cited in Yan, 2006, p.14). Through questions students get alert pick up new information. Questions also provide the practice and feedback essential for the development. In addition, as the new material is being developed, questions can be used to clarify relationships within the content being discussed.

Thirdly, a function that classroom questions perform is motivational. Through questions teachers can engage students actively in the lesson at hand, challenging their thinking and posing problems for them to consider.

2. Type of Teacher Question

There are three kinds of questions described by Richards & Lockhart (1994, p186).

Firstly, procedural questions: This question is the opposite of content learning. These questions deal with classroom management, procedures, and routines. The purpose of these questions is to make interact students with classroom, to facilitate their comprehension.

Then, convergent questions: Students prefer to answers convergent questions than divergent questions. This type of questions answers are often “yes”, “no”. Through this questions teachers focus whether students have any idea or not about the content. Teachers often ask questions so that learners get idea about topic.

The last divergent questions: It is the opposite of convergent. Teachers encourage asking diverse questions so that they engage in higher level of thinking and provide their own information (as cited in Akter, 2010, p.17).

In addition, Long and Sato have made distinction between “referential” and “display” questions. Referential is referring to the questions that teachers do not know the answers and students give answer without fixed answer. On the contrary, display refers to the questions that

teachers know the answers to and which are designed to display particular structure (as cited in Yan, 2006, p.19).

I. Teacher's Feedback

After finishing any lesson or activity is often used to describe comments, praise, advice is called feedback. According to Gower, Phillips “the aim of feedback is to bring improvement and raise self-awareness” (as cited in Rahman, 2012, p.9). Feedback is how we are performing to reach our goal and it can be both, either positive or negative. In language classes feedback not only raises student's awareness but also helps them to learn the context meaningfully and construction of the language. Some researcher also suggested that positive attitude of teachers can reduce student's errors and that is why praising on their success and correcting them in their mistakes is very important. Positive feedback is better than negative feedback in the progress of promoting learner's learning behavior (Nunan, 1991). Besides, teacher can use feedback in a motivating way to reduce the gap between the student's understandings and also how the teacher wants him to develop (Carvaldho, Santos, Conboy & Martins, 2014, p.170).

According to Ur, feedback has two main components, error correction and assessment (as cited in Akter 2010, p.9).

J. Second Language Acquisition Theory

According to second language acquisition theories, both teachers and students should participate in language classes actively. Especially, in communicative EFL, classes students need ample opportunity to practice the

target language so that the teacher should reduce the amount of their talk to 20% to 30% of the class time, and Student Talk Time should be around 70% to 80% during the lesson time.

K. Krashen's Input Theory

Input is one of an important critical role in language learning. The language used by the teacher affects the language produced by the learners, the interaction generated, and hence the kind of learning that takes place. The problem is what type and how much of input is appropriate and useful for language learners in classrooms.

In Krashen's view, learning only takes place by means of a learner's access to comprehensible input. "Humans acquire language in only one way -- by understanding messages or by receiving comprehensible input. Learning will occur when unknown items are only just beyond the learner's level. It is explained in detail "i+1" structure. "i" stands for the learners' current linguistic competence, and "1" stands for the items the learners intend to learn. The Input Theory also has two corollaries (Krashen, 1985: 2): Corollary 1: Speaking is a result of the acquisition, not its cause; it emerges as a result of building competence via comprehensible input. Corollary 2: If the input is understood and there is enough of it, the necessary grammar is automatically provided. The language teacher need not attempt deliberately to teach the next structure along the natural order -- it will be provided in just the right quantities and automatically reviews if the student receives a sufficient amount of comprehensible input.

By examining the idea of comprehensible input and the two corollaries, one can find that comprehensive and right quantity input is the central concern with which learners are able to learn the language. It is the foundation of the occurrence of learning. This provides implications for language teaching: teacher talk should be comprehensible in different forms and in right quantities.

But how could teachers know whether their input is enough or not? How could they make their input comprehensible? Krashen describes two ways: the linguistic resources are insufficient for immediate decoding. Simplified input can be made available to the learner through one-way or two way interaction, with the former including listening to a lecture, watching television and reading, and the latter occurring in conversations. Krashen stresses that two-way interaction is a particularly good way of providing comprehensible input because it enables the learner to obtain additional contextual information and optimally adjusted input when meaning has to be negotiated because of communication problems.

In Krashen's view, acquisition takes place by means of a learner's access to comprehensible input. He comments that the input, which is totally incomprehensible to learners, is not likely to cause learning to take place. Teacher talk actually serves as main sources of input of language exposure in classroom learning, is more important for foreign language learning, so teachers should make their input comprehensible and in right quantities.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher describes the research method, type, designs, variable, population and sample, research instruments, reliability, and validity also about data collection and data analysis.

A. Research Design

This study is quantitative approach (Mujis, 2004, p. 1). Aliaga and Gunderson describe that 'quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically base methods (in particular statistics).

The design of this research is survey. According to Donald Ary (2013, p.372) in survey research, investigators ask questions about peoples' beliefs, opinions, characteristics, and behavior. The survey is a widely used research method for gathering data ranging from physical counts and frequencies to attitudes and opinions.

This study uses survey research because in this research the researcher's design is survey research with classification according to focus and scope as a census intangibles and the focus information as attitude information because this research concerned with student's perception on the teacher talk time in the classroom.

B. Population and Sample

1. Population

Donal Ary, et al (2010, p. 148) has create the larger group about which the generalization is made is called a *population*. A population is defined as all members of any well-defined class of people, events, or objects.

The population on this research are student 2nd grade from Senior high school of Palangka Raya.

Based on the data from Dinas Pendidikan Province Kalimantan Tengah and Kementrian Agama Kota Palangara Raya, totally school on Palangara Raya are 48 schools are:

Table 3.1. Senior High School of Palangka Raya

No	Name of school	Address
1	MA Miftahul Jannah	Jl. Wisata I
2	MA Raudhatul Jannah	Jl. Surung No. 01
3	MA Muslimat NU	Jl. Pilau No. 41
4	MAN Model	Jl. Cilik Riwt Km.4.5
5	MA An Nur	Jl. S. Parman No.31 Palangkaraya
6	MA Darul Ulum	Jl. Dr. Murjani
7	MA Hidayatul Insan	Jl. Sulawesi No 76
8	SMAS Bina Cita Utama	Jl. Cilik Riwt Km. 36
9	SMAS Garuda Palangka Raya	Jl. Rajawali III
10	SMAS Isen Mulang	Jl. Dr. Wahidin Sudiro Husodo
11	SMAS Karya Palangaka Raya	Jl. Cilik Riwt Km. 15 Sakan V
12	SMAS Katolik	Jl. Cilik Riwt
13	SMAS Kristen	Jl. Diponegoro No. 01
14	SMAS Muhammadiyah 1 Palangka Raya	Jl. RTA. Milono Km. 1
15	SMA S Muhammadiyah 2 Palangka Raya	Kel. Lampangan
16	SMAS Nahdiatul Ulama	Jl. RTA. Milono Km. 3

17	SMAS Nusantara	Jl. Dr. Wahidin Sudirohusodo
18	SMAS Perintis	Jl. Bangaris Bukit Pinang
19	SMAS Pgri 1	Jl. Putri Junjung Buih III
20	SMAS Pgri 2	Jl. Tjilik Riwut Km. 7
21	SMAS Purnama Palangka Raya	Jl. Patih Rumbih No. 03
22	SMAS Panantiring	Jl. Tjilik Riwut Km. 34
23	SMAN 1 Palangka Raya	Jl. Ade Irma Suryani Nasution
24	SMAN 2 Palangka Raya	Jl. Ks Tubun No. 02
25	SMAN 3 Palangka Raya	Jl. G. Obos No. 12
26	SMAN 4 Palangka Raya	Jl. Sisinga Magaraja III
27	SMAN 5 Palangka Raya	Jl. Tingang
28	SMAN 6 Palangka Raya	Jl. Cilik Riwut Km. 29
29	SMAN 7 Palangka Raya	Kel. Petuk Bukit
30	SMAN 9 Palangka Raya	Jl. Rakumpit Raya
31	SMAN 8 Palangka Raya	Kel. Kameloh Baru
32	SMAN 10 Palangka Raya	Jl. Petuk Katimpun Km. 10
33	SMKS Ypsei Palangka Raya	Jl. Yos Sudarso No. 15
34	SMKS Isen Mulang	Jl. Dr. Wahidin Sudirohusodo
35	SMKS Al – Ishlah	Jl. Mahakam No. 31
36	SMKS Karsa Mulya	Jl. G. Obos Km. 4.5
37	SMKS Budi Mulya	Jl. RTA Milono No. 51
38	SMKS Bethel	Jl. Aries no. 23
39	SMKS Kesehatan Borneo	Jl. Jintan, G. Obos IX
40	SMKS Kristen	Jl. Diponegoro No. 03
41	SMK Negeri 1 Palangka Raya	Jl. Tambun Bungai
42	SMK Negeri 2 Palangka Raya	Jl. Ra. Kartini
43	SMK Negeri 3 Palangka Raya	Jl. Ra. Kartini No. 25
44	SMK Negeri 4 Palangka Raya	Jl. Seth Adjie
45	SMK Negeri 5 Palangka Raya	Jl. Maduhara
46	SMK Negeri 6 Palangka Raya	Jl. Luther Randau
47	SMK Negeri 7 Palangka Raya	Jl. Mawar
48	SMK Negeri 8 Palangka Raya	Jl. Tjilik Riwut km. 31

2. Sample

According to (Arikunto, 2002 p. 131) sample is some of representative the population that is researched. It is a group selected from the population for observation in a study. About the number of samples, the researcher used purposive sampling. Purposive sampling is a part of nonprobability

sampling which involves nonrandom procedures for selecting the members of the sample (Donal Ary, et al (2010, p. 155).

According to Arikunto if the subject is less than 100, better taken all so that his research is the study of population. However, if the number of subject is large, it can be taken between 10-15% or 20-25% or more (Arikunto, 2006: 134).

In this research the researcher used some step to establish based on purposive sampling technique. Firstly, the researcher choose the major subgroup (school) nonrandomly for 10 % from the total of population: $48:10\% = 4,8$ its mean the researcher can take a sample 5 major subgroup / senior high school of Palangka Raya. After the researcher know the totally of the sample, the researcher selected the sample of the 48 schools of Palangka Raya by using purposive sampling technique based on the ability and quality of the student as a criteria. The name of school are; MAN Kota Palangka Raya, SMAS Muhammadiyah 1 Palangka Raya, SMKN 1 Palangka Raya, SMAN 1 Palangka Raya and Ma Muslimat NU. Secondly the researcher selected 14 % from the population of the sample of each school on second grade of MAN Model Palangka Raya, SMAS Muhammadiyah 1 Palangka Raya, SMKN 1 Palangka Raya, SMAN 1 Palangka Raya and Ma Muslimat NU.

Table 3.2. Sample

No	Name of Shool	Total of class	Total of population of second grade	Persentase (%)	Total of Sample as student
1	MAN Kota Palangka Raya	9 classes	315	14%	45
2	SMAS Muhammadityah 1 Palangka Raya	5 classes	175	14%	25
3	SMKN 1 Palangka Raya	14 classes	595	14%	70
4	SMAN 1 Palangka Raya	14 classes	595	14%	70
5	MA Muslimat NU Palangka Raya	2 classes	70	14%	10
Total		44 classes	1.750		220

C. Research Instruments

1. Research Instrument Development

Research instruments are tools that are used to collect data. The research instruments that will be used to collect data in this study are described herein. The purpose of this study is to know the relationship between two variables they are teacher talk time-frequency and student achievement. To get the data needed, the researcher used questionnaire as instrument.

a. Questionnaire

According to Brown (Dorney Zoltan, 2010, p.18) states that questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answer. And

Sandra Lee McKay (2006, p.35) states that there are two types of questions are open ended and close ended questions. For the research the writer used close ended questions allow for more uniformity or responses and are easy to answer, code, and analyze.

One of the most popular formats of close-ended questions is the *Likertscale* question in which students or teachers are asked to select one of several categories by circling or checking their response. Likert scaling is a bipolar scaling method, measuring either positive or negative response to a statement (Dorney Zoltan, 2010, p.21). Likert scale is a psicometric scale commonly involved in research that employs questionnaires. In terms of the other data characteristics, the writer used the Likert scale, the interval scales was also used for coding the question. Each response was given a number for example strongly disagree = 1, disagree = 2, uncertain = 3, agree = 4, and strongly agree = 5.

b. Research instrument try out

Try out is very important because from the try out the researcher will know the validation of the questionnaire as instrument. Also try out use to analyze and measure the instrument. Before the questionnaire applied to the real sample, the researcher conducted try out firstly to the different sample. The samples of try out are 10 students from 11 grade of SMAS Muhammadiyah 1 Palangka Raya. The questionnaire consisted of 20 items. In this questionnaire, the student will answer by giving a check mark in the table that has been given coding. If the students choose

strongly disagree the student can give check mark in coding 1, disagree in coding 2, uncertain in coding 3, agreed in coding 4 and strongly agreed in coding 5.

The procedures of the try out are as follows:

- a) The writer prepared the instruments.
- b) The writer gave the try out to the students.
- c) The writer gave score to the students' answer.
- d) The writer calculated the results of the try out.
- e) The writer analyzed the obtained data to know the instrument validity and instrument reliability by using SPSS 24.

Table 3.3. Questionnaire item specification

Indicator		Item specification
Teacher talk time	Teacher talk time	1,2,3
Feature of teacher talk	Fluency	4
	Repetition	5, 6
	Quality	7
	Quantity	8
	Giving instruction	9, 10, 11
	Teacher question	12, 13
	Motivating	14
	Raises student awareness	15

1. Research Instruments Validity

According to Ranjit Kumar, in terms of measurement procedures, therefore, validity is the ability of an instrument to measure what it is designed to measure: he assumes based on Smith states, 'Validity is defined as the degree to which the researcher has measured what he has set out to measure' (Kumar, 2011, p. 166).

According to Kerlinger, 'The commonest definition of validity is epitomized by the question: Are we measuring what we think we are measuring?' Babbie writes, 'validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration' (Kumar, 2011, p. 167).

According to Arikunto (2010, p.170) validity is there are three kinds of validity: content validity (with respect to the content and format of the instrument), construct validity (referring to the extent to which an instrument can measure the concepts of a theory that is the basis for the preparation of the instrument), and empirical validity (with respect to the relationship between score A criterion). The validity of the content and the validity of the construct of this research is conducted by consulting to the advisor, while the empirical validity in this research, the researcher used the Karl Pearson product moment correlation formula to test the validity of the instrument, that is:

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where :

r_{xy} = index number correlation "r" product moment

N = number of sample

$\sum XY$ = amount of multiplication result between X score and Y score

$\sum X$ = amount of all X score

$\sum Y$ = amount of all Y score

Criteria to look question give a significant correlation for a total number is if

values of r of each question higher from r table its mean valid. The rule is:

$r_{\text{value}} > r_{\text{table}} = \text{valid}$

$r_{\text{value}} < r_{\text{table}} = \text{not valid}$

Table 3.4. Result of Test Validity

Item	Total Corrected Item Total Correlation/r total	r table	Criteria
1	0.907932	0,632	Valid
2	0.744433	0,632	Valid
3	0.839973	0,632	Valid
4	0.907932	0,632	Valid
5	-0.031852	0,632	Invalid
6	0.381266	0,632	Invalid
7	0.839973	0,632	Valid
8	0.907932	0,632	Valid
9	0.757296	0,632	Valid
10	0.423041	0,632	Invalid
11	0.757296	0,632	Valid
12	0.907932	0,632	Valid
13	0.943445	0,632	Valid
14	0.818919	0,632	Valid
15	0.744433	0,632	Valid
16	-0.149566	0,632	Invalid
17	0.943445	0,632	Valid
18	0.907932	0,632	Valid
19	0.757296	0,632	Valid
20	0.284841	0,632	Invalid

2. Research Instrument Reliability

Reliability as referring to the consistency of the scores resulted from the assessment (Latief, 2014, p. 213). Consistency is an important indicator of reliability, meaning that if an assessment result is (or the test scores are)

consistent from one assessment to another, then the assessment result has (or the test scores have) high reliability.

To measure the reliability of the instrument the researcher used Alpha formula because of scoring for the instrument. As for the alpha formula as follows:

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma b^2}{\sigma^2 t} \right]$$

r_{11} = Instrument Reliability

k = Number of items

1 = Constant numbers

$\sum \sigma b^2$ = Number of item item variants

σb^2 = Number of total variants

Furthermore, the result of the calculation of r_{11} obtained is interpreted with the guidance table to provide interpretation of the correlation coefficient. To test the level of significance of the coefficient of reliability, with the following guidelines:

The value of r	Interpretation
$0,80 \leq r_{xx} < 1,00$	very high
$0,60 \leq r_{xx} < 0,80$	high
$0,40 \leq r_{xx} < 0,60$	pair high
$0,20 \leq r_{xx} < 0,40$	low
$0,00 \leq r_{xx} < 0,20$	very low (not valid). (Slameto, 2001:215)

Table 3.5. Case Processing Summary

Case Processing Summary		
		N
		%
Cases	Valid	10
	Excluded ^a	0
	Total	10
		100.0

As it can be seen from table 3.3 that 10 students rated the statement in the questionnaire. All of them were included the reliability analysis.

Table 3.6. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.775	16

Cronbach's Alpha value is show in the reliability Statistic table. The value is, 775 suggesting high internal consistency reliability for the scale.

D. Data Collection Procedures

In this study, the researcher did some processes to collect the data.

1. The researcher prepared the questionnaire.
2. The researcher gave questionnaire to the respondents.
3. The researcher collected the responses
4. The researcher calculated the result of the study.
5. The researcher analyzed the data obtain using table, SPSS 24 and measure the central tendency.
6. The researcher concluded the students' perception on EFL Teacher Talk on the classroom of MAN Model Palangka Raya, SMAS Muhammadiyah

1 Palangka Raya, SMKN 1 Palangka Raya, SMAN 1 Palangka Raya and Ma Muslimat NU.

E. Data Analysis Procedures

To analyze the data of the research, it has some steps. They are:

1. Data compiling

In this study, the researcher used interval scale and the collect the data by using questionnaires scala likert types questions. This research is about students' perception which was known as attitudinal information. Often attitude scales on a questionnaire were also treate as interval scale. Likert scale in response was give a number (e.g., strongly disagredd = 1, disagree = 2, uncertain = 3, agree = 4, and strongly agree = 5.) and these numbers are treated as interval scale.

The researcher analyze the data in three steps. There were item scores, the distribution of frequency, and then central tendency. To analyze the data, the researcher applied the steps as follows:

- a) The researcher collected the main data (item score/responses).
- b) The researcher arranged the collect score into the distribution of frequency of score table.
- c) The researcher calculated mean, median and mode.
- d) The researcher calculated the deviation score.
- e) The researcher interpreted the analysis result.
- f) The researcher drew the conclusion.

2. Data displaying

In compiling survey results the first thing a researcher needs to do was the decide on coding categories. The writer assign a numerical code to the data, the data need to be record in some fashion.

The researcher used questionnaire with the close ended question and likert scale as the instrument for collecting the data. Sandra stated that once the information is compiled in a table, it needs to be displayed in some way. There were several possible alternatives (Sandra Lee, P.42: 2006).

- a) One is to simply report the frequency of each response.
- b) A second alternative is to describe the results in percentages.
- c) Finally, with interval scale one could describe the data in terms of central tendency.

CHAPTE R IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the findings and discussion. The finding designed to answer the research problem, the students' perception on EFL teacher talking time of english classroom of senior high school Palangka Raya. And the discussion is to discuss the findings of this research.

A. Data Presentation

Data presentation of item score of the student perception shown in this table (see table 4.1). The sample was 220 students for questionnaire from 5 school of Palangkaraya. There are 15 questions in the questionnaire. First, question number one until three to find out the teacher talk overall. Second, question number four until six to find out the feature of teacher talk. Third, question number seven until eight to find out the formal feature of Teacher Talk. Fourth, question number nine until eleven to find out the function feature of teacher talk. Then, question number twelve until thirteen to find out of teacher question. The last, question number fourteen until fifteen to find out of teachers' feedback.

Table 4.1. Persentation data of 5 School at Palangkaraya

NO	Name	Number of Questionnaire														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	AW	4	4	3	5	2	3	4	3	3	4	3	3	4	4	5
2	IGAWK	5	5	4	5	5	4	5	3	5	4	4	5	4	5	5
3	HSP	4	4	4	4	4	4	4	4	4	4	4	3	4	5	4
4	AS	4	4	3	3	4	4	4	3	4	4	4	4	4	4	5

49	GAT	3	2	3	3	2	2	3	3	3	3	3	2	3	3	3
50	NSR	4	3	3	3	4	3	3	2	3	4	3	4	4	4	4
51	RS	5	4	5	3	3	3	5	5	4	4	5	5	4	5	4
52	NW	5	3	5	3	3	4	3	3	3	5	4	3	5	3	3
53	PI	4	3	5	3	4	5	3	3	2	4	5	3	5	3	4
54	IH	5	4	4	3	4	4	3	2	3	4	3	3	4	3	3
55	LA	3	3	4	3	3	4	4	3	2	3	3	2	3	4	4
56	HOA	5	5	3	5	4	4	3	2	3	5	3	5	3	5	5
57	MRA	3	3	3	4	2	2	2	5	4	4	3	3	5	3	5
58	JRJR	5	5	5	5	5	5	5	5	5	5	3	3	5	5	3
59	DAEP	4	4	4	4	5	3	4	4	4	4	5	5	4	4	4
60	SP	3	5	3	5	5	4	3	3	4	4	3	4	4	3	4
61	R	3	4	4	3	5	3	5	5	5	4	3	5	5	5	5
62	AP	3	4	4	4	3	4	3	3	3	4	3	3	4	4	5
63	FK	4	5	4	5	5	3	4	4	4	4	5	5	4	5	5
64	OF	3	5	5	5	4	4	3	3	4	3	4	3	4	5	4
65	IW	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
66	FFG	4	4	3	4	4	4	4	4	4	3	4	4	3	5	4
67	FF	4	3	3	5	4	4	5	3	4	3	5	4	3	5	5
68	LJ	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
69	FAD	3	4	3	4	5	4	5	4	4	4	4	5	4	5	4
70	SPN	3	3	4	5	5	5	3	5	3	4	5	3	4	5	3
71	HAB	5	3	4	5	5	3	3	3	4	4	5	4	3	5	5
72	MAR	5	5	5	4	3	4	5	4	4	4	3	3	4	4	4
73	S	5	5	5	3	3	3	4	5	5	5	5	5	5	5	3
74	MAS	3	4	3	4	4	2	3	2	3	3	3	3	2	3	3
75	ZZ	3	3	4	3	3	4	3	3	3	4	4	3	4	4	3
76	MI	4	4	4	4	4	3	4	3	4	4	4	4	4	4	3
77	LA	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
78	MIPP	5	3	4	3	4	4	2	4	2	3	4	2	3	4	4
79	MA	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
80	AUF	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
81	RA	4	3	4	4	5	5	4	3	4	5	4	3	5	5	4
82	FS	5	5	4	3	3	3	3	3	3	4	5	4	4	5	4
83	MA	3	2	3	3	3	3	3	3	4	3	4	3	3	3	4
84	FM	5	3	3	3	3	3	2	3	3	4	3	3	4	4	4
85	FN	5	3	3	3	4	4	3	3	3	3	3	3	3	3	3
86	A	5	5	4	3	5	5	5	3	4	5	5	5	5	5	3
87	ATGA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
88	IA	4	3	4	4	4	4	3	3	5	4	4	3	5	4	4
89	DDP	3	3	3	5	4	2	4	4	4	3	3	4	2	5	5
90	RAR	5	5	4	4	4	5	5	4	4	4	4	4	4	5	5
91	YR	5	4	4	4	5	5	3	3	4	5	5	5	4	5	5
92	H	5	4	4	5	3	4	3	3	3	4	4	3	4	5	3

93	VMY	3	4	3	5	5	4	4	4	5	4	4	4	4	5	5
94	RAA	5	5	5	5	5	5	4	4	4	5	5	4	5	5	4
95	AAE	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
96	MAS	5	5	5	3	5	5	3	5	5	5	5	3	5	5	5
97	NH	4	4	3	4	4	4	3	3	4	3	4	4	3	4	4
98	NAI	4	4	3	4	4	3	3	3	4	4	3	4	3	5	3
99	NMS	4	3	4	3	4	4	3	3	4	4	5	4	4	4	3
100	RJ	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
101	MW	3	3	4	4	4	4	4	2	4	4	4	2	4	4	4
102	MRZ	5	3	4	5	3	4	4	5	3	4	5	4	4	5	5
103	TS	3	3	3	1	3	3	3	4	3	3	3	3	2	3	3
104	AT	5	3	5	3	3	3	3	2	4	5	5	3	5	2	4
105	SAW	5	3	4	2	3	5	3	1	5	5	3	2	3	1	1
106	ANF	4	4	3	4	3	4	3	4	4	3	4	3	3	4	4
107	B	4	4	5	4	5	5	5	5	5	5	5	5	5	5	5
108	MMK	4	4	3	5	5	4	3	3	4	4	4	4	4	5	5
109	MA	4	3	3	5	5	4	3	3	4	4	5	4	3	4	5
110	DBM	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3
111	MQ	3	4	3	4	3	3	4	3	4	3	3	4	3	4	3
112	NFR	4	3	4	4	4	4	4	4	4	3	4	3	2	5	2
113	RF	5	3	4	4	4	4	3	3	4	5	4	4	4	4	3
114	FRAR	5	5	5	3	4	4	3	5	4	5	5	4	5	5	3
115	RRP	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
116	ED	3	3	3	5	4	4	3	4	3	5	4	4	5	4	5
117	IAS	3	3	4	3	4	5	2	2	4	5	4	5	5	4	4
118	C	5	3	4	5	4	3	2	3	5	3	4	4	3	3	4
119	N	3	4	3	5	5	3	4	2	4	3	3	3	2	3	3
120	R	4	3	3	5	4	3	3	3	5	3	3	3	3	5	4
121	MH	4	3	4	5	4	4	3	3	2	4	4	2	4	4	4
122	NF	4	4	3	4	4	3	3	4	3	3	4	3	3	4	3
123	NSR	4	4	4	5	5	5	4	4	5	4	4	3	4	5	5
124	HH	4	4	3	5	4	4	3	4	5	3	3	4	3	5	4
125	MJA	2	2	3	5	4	3	4	2	3	3	3	3	3	4	3
126	EPAS	4	4	4	5	5	5	4	3	4	4	4	3	4	4	5
127	M	4	4	4	3	4	4	2	2	4	3	5	4	4	5	2
128	NS	4	3	4	3	4	5	3	3	4	4	4	3	5	4	5
129	NA	4	3	3	4	4	5	3	3	4	5	5	4	3	5	3
130	EMP	3	3	3	4	4	3	3	3	4	3	4	3	3	4	3
131	AA	3	4	4	5	5	3	3	3	4	4	4	4	3	5	3
132	KA	3	2	4	4	4	3	2	3	4	4	3	3	3	3	5
133	MGG	3	3	4	4	4	3	3	3	4	3	4	4	4	4	4
134	MRA	3	4	3	4	5	5	4	3	4	3	3	4	3	4	5
135	RWS	4	3	4	4	3	3	3	3	4	4	4	4	4	4	3
136	AB	3	3	3	4	4	4	3	4	2	2	2	4	3	5	5

137	DAAJ	3	2	2	3	3	3	2	2	2	3	3	3	3	3	3
138	SR	4	4	4	4	3	4	3	4	5	4	4	4	4	5	4
139	H	3	3	3	4	3	3	4	3	4	4	3	4	3	4	3
140	PHP	3	4	3	3	4	4	3	3	3	3	4	3	3	3	4
141	AEV	3	2	4	4	4	4	2	2	4	5	4	4	4	5	3
142	FR	3	2	2	1	3	5	3	3	4	3	4	3	3	3	3
143	SP	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3
144	LT	3	3	3	2	4	4	2	3	4	4	4	3	3	4	5
145	LN	4	3	3	4	4	5	4	3	4	5	4	4	5	5	4
146	F	4	4	3	5	4	4	4	4	5	5	5	4	5	5	5
147	MR	4	5	3	5	5	4	4	4	4	3	3	4	3	4	4
148	MM	3	4	1	5	5	4	5	4	5	1	3	4	1	3	4
149	IP	4	4	3	5	4	3	4	4	4	3	4	4	3	3	3
150	TI	3	4	3	4	4	2	3	4	4	3	3	4	3	4	3
151	WB	4	4	2	5	5	5	5	5	5	3	5	5	5	5	5
152	MAR	1	3	2	3	3	3	2	2	4	2	3	4	3	3	4
153	TS	4	4	4	4	4	4	4	2	4	2	4	4	3	4	4
154	NSP	4	4	5	5	4	5	5	2	5	2	3	4	3	5	5
155	LNW	5	4	3	3	4	2	4	3	3	3	3	2	3	5	3
156	RDAPS	4	4	3	3	2	2	4	2	3	3	2	3	3	4	3
157	AA	4	3	4	3	3	4	4	3	2	4	3	2	2	5	4
158	AS	5	4	3	4	4	4	3	4	5	4	3	4	2	2	5
159	HMM	3	4	5	5	4	3	1	3	4	3	3	4	4	4	3
160	FBS	5	4	4	3	4	4	5	5	5	4	5	4	3	5	4
161	NR	4	4	3	4	4	4	4	4	4	4	3	4	3	4	3
162	MSR	4	3	4	4	4	2	3	3	5	4	4	4	3	4	4
163	P	2	4	2	4	4	3	2	2	4	3	4	3	3	3	5
164	AK	5	3	2	2	3	2	3	2	3	4	4	3	3	2	5
165	BJ	4	3	4	4	4	1	3	3	2	3	3	3	2	3	5
166	DA	4	3	3	3	4	2	2	3	3	2	5	3	4	2	4
167	NDH	3	2	5	3	4	4	4	2	3	3	4	3	3	3	3
168	CCH	4	2	4	4	2	4	2	3	4	4	4	3	4	4	3
169	ISS	2	3	2	4	4	3	3	3	4	2	2	2	2	2	3
170	MS	2	3	3	5	4	4	2	4	4	4	3	3	3	4	3
171	MA	2	3	3	5	3	3	4	3	5	4	5	5	3	5	3
172	LF	4	2	3	2	4	4	3	2	3	3	3	2	3	3	2
173	HPP	4	4	4	5	5	5	4	4	4	4	4	4	4	5	4
174	J	4	3	3	4	4	4	3	2	3	3	3	4	3	4	4
175	AH	3	4	3	4	3	3	5	3	3	3	3	5	3	3	4
176	HF	4	3	3	1	4	2	3	3	3	2	4	2	2	5	3
177	AIP	4	3	2	3	3	2	2	2	3	2	4	2	2	5	3
178	DSR	4	4	3	4	4	4	4	4	4	3	3	4	4	4	4
179	AJP	4	4	3	5	4	4	3	3	4	4	4	4	4	5	4
180	NRR	4	4	4	5	5	4	4	3	5	4	4	4	4	5	5

181	PCL	4	4	4	4	4	3	3	3	4	3	3	3	3	4	3
182	AT	2	3	2	5	5	5	4	4	3	4	4	3	3	5	3
183	RR	4	4	3	4	4	3	3	3	4	4	3	3	3	4	4
184	DIF	4	4	3	4	4	3	3	3	4	4	3	5	3	5	3
185	EWS	4	3	4	2	4	3	4	3	4	4	4	4	3	4	4
186	ARR	4	4	3	4	4	3	3	3	4	4	3	5	3	5	3
187	MK	4	4	3	4	4	2	4	3	4	3	3	4	3	5	4
188	STANA	3	4	4	4	3	3	4	1	4	3	3	4	3	3	4
189	DF	3	4	3	3	3	3	4	2	3	3	3	4	3	4	2
190	MI	4	3	3	5	3	3	4	3	4	4	3	4	4	3	4
191	RM	3	4	2	4	3	4	5	2	3	3	3	3	2	4	4
192	YTW	4	4	4	4	4	4	3	3	4	4	4	3	4	5	3
193	RS	5	5	5	5	5	4	4	4	4	4	4	4	4	4	4
194	MA	4	1	1	1	4	4	2	2	3	3	3	3	2	5	5
195	MFB	3	3	2	4	3	2	3	4	3	2	3	4	3	3	5
196	SS	2	3	2	1	4	5	4	2	3	3	4	3	2	5	5
197	MAR	2	2	3	2	5	4	2	2	4	3	3	3	3	3	4
198	AN	4	4	3	5	4	3	3	3	5	4	3	3	3	3	5
199	YMS	5	5	3	4	2	4	4	3	4	4	3	1	3	3	3
200	N	3	3	4	3	4	4	3	3	4	5	3	3	4	3	3
201	MI	3	2	2	3	3	2	2	2	4	2	1	2	3	2	5
202	JP	3	2	2	3	3	2	2	2	4	2	1	2	3	3	5
203	IPR	3	4	4	3	3	3	2	3	2	2	3	2	3	2	5
204	F	3	1	4	2	2	3	1	3	2	3	3	2	4	3	5
205	L	3	4	3	3	3	2	3	2	2	3	3	2	4	2	5
206	MR	4	4	3	3	4	3	3	3	4	4	5	4	3	4	3
207	JP	3	4	4	4	3	3	2	3	3	4	3	5	3	4	3
208	AZ	2	3	1	3	4	2	2	3	5	4	4	3	1	2	5
209	HA	4	4	3	5	4	2	4	4	4	2	5	4	4	5	5
210	RRA	2	2	4	5	5	5	4	2	4	4	4	4	5	5	5
211	ATR	4	3	3	5	3	5	3	2	4	3	4	4	3	5	3
212	KM	4	4	3	3	4	4	4	3	5	3	4	4	2	5	5
213	RM	4	4	3	5	5	5	5	3	4	5	5	3	2	5	5
214	IDC	4	4	3	5	5	5	4	3	4	5	5	4	3	5	5
215	NRP	4	4	4	4	4	4	4	4	3	5	4	3	4	4	4
216	RS	5	5	5	5	5	5	5	5	4	4	4	4	4	5	4
217	MNS	4	4	4	4	4	4	4	4	3	5	4	3	4	4	4
218	OF	5	5	5	5	5	5	5	5	4	4	4	4	4	5	4
219	RTH	4	4	4	4	4	4	4	4	3	5	4	3	4	4	4
220	J	5	5	5	5	5	5	5	5	4	4	4	4	4	5	4

From the data obtained, it can be seen responses of respondents to the questionnaire given. The next will be discussed in research finding.

B. Research Findings

The result of research on student perception on EFL teacher talking time of English classroom of Senior High School of Palangka Raya was obtained by employing questionnaire as the main instrument to collect the data. The presented data consist of central tendency (mean, median, modus, and standard deviation). There were 220 students from 5 school of Palangkaraya as a sample.

The first step was to tabulate score into the table of calculation Mean.

The table was shown below:

Table 4.2. The Calculating of Mean

X	F	FX
5	50	250
4	92	368
3	67	201
2	10	20
1	1	1
	N=220	Σ 840

$$\text{Mean : } M = \frac{\Sigma X}{N} = \frac{840}{220} = 3,818 = 3,82$$

Next step was to tabulate the score into the table of calculation deviation score and standard deviation.

Table 4.3. The Calculating of Deviasion Score and Standard Deviation of Students' Perception

X	F	Fx	X	x ²	Fx ²
5	50	250	1,18	1,39	69,62
4	92	368	0,18	0,03	2,98
3	67	201	-0,82	0,67	45,05
2	10	20	-1,82	3,31	33,12
1	1	1	-2,82	7,95	7,95
	220	Σ840			Σ158,72

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}} = \sqrt{\frac{158,72}{220}} = \sqrt{0,918} = 0,958$$

Then the score of Mean, Median, Modus and standar deviation are tabulated in the table. The tables are follows:

Table 4.4. Result of Questionnaire Analysis from SMAN 1 of Palangka Raya

N O	Statement	Scale					Tota l	MN	M D N	M O	SD
		SA	A	U	D	S D					
1	Saya suka guru menggunakan bahasa Inggris saat mengajar bahasa Inggris.	16	28	26	0	0	270	3,86	4,00	4	767
	Persen	22,9	40,0	37,1	0	0					
2	Guru saya	12	31	24	3	0	262	3,7	4,0	4	79

	menggunakan bahasa Inggris selama mengajar pelajaran bahasa Inggris.							4	0		3
	Persen	17,1	44,3	34,3	4,3	0					
3	Saya paham ketika guru menggunakan bahasa Inggris dalam pelajaran bahasa Inggris.	11	28	28	3	0	257	3,67	4,00	4	793
	Persen	15,7	40,0	40,0	4,3	0					
4	Guru saya berbicara bahasa Inggris dengan fasih dan jelas.	19	24	22	5	0	267	3,81	4,00	4	921
	Persen	27,1	31,4	34,3	27,1						
5	Guru saya selalu mengulang kata dalam bahasa Inggris.	16	32	17	5	0	269	3,84	4,00	4	862
	Persen	22,9	45,7	24,3	7,1	0					
6	Saya mudah mengingat ketika guru mengulang kata dalam bahasa Inggris.	9	31	27	3	0	256	3,66	4,00	4	759
	Persen	12,9	44,3	38,6	4,3						
7	Guru saya lebih banyak	12	28	26	4	0	245	3,69	4,00	4	826

	menggunakan bahasa Inggris di dalam kelas.										
	Persen	17,1	40,0	37,1	5,7	0					
8	Saya selalu mendapatkan kesempatan berbicara bahasa Inggris.	13	17	33	6	1	268	3,50	3,00	3	944
	Persen	18,6	24,3	47,1	8,6	1,4					
9	Guru saya selalu memberikan instruksi dalam bahasa Inggris.	11	39	17	3	0	271	3,83	4,00	4	792
	Persen	15,7	55,7	24,3	4,3	0					
10	Saya mengerti ketika guru memberikan arahan dalam bahasa Inggris.	14	35	19	2	0	269	3,87	4,00	4	760
	Persen	20,0	28,6	41,4	1,4	0					
11	Saya semangat ketika guru memberikan intruksi bahasa Inggris.	20	20	29	1	0	257	3,84	4,00	4	862
	Persen	28,6	28,6	41,4	1,4						
12	Guru saya selalu menjawab pertanyaan dalam bahasa Inggris.	14	22	31	3	0	270	3,67	4,00	3	847

	Persen	20,0	31,4	44,3	4,3						
13	Saya paham ketika guru memberikan pertanyaan dalam bahasa Inggris.	13	35	21	1	0	298	3,86	4,00	3	728
	Persen	18,6	50,0	30,0	1,4						
14	Kemampuan bahasa Inggris guru memotivasi saya untuk meningkatkan bahasa Inggris.	37	16	15	2	0	298	4,26	5,00	5	896
	Persen	52,9	22,9	21,4	2,9	0					
15	Guru saya memberikan pujian ketika jawaban saya benar.	21	33	16	0	0	285	4,07	4,00	4	729
	Persen	30,0	47,1	22,9	0	0					

Table 4.5. Result of Questionnaire from MAN Kota of Palangka Raya

N O	Statement	Scale					Total	MN	M D N	M O	SD
		SA	A	U	D	S D					
1	Saya suka guru menggunakan bahasa Inggris saat mengajar bahasa	24	11	10	0	0	194	4,31	5,00	5	821

	Inggris.										
	Persen	53,4	24,4	22,2	0	0					
2	Guru saya menggunakan bahasa Inggris selama mengajar pelajaran bahasa Inggris.	14	12	18	1	0	174	3,87	4,00	3	894
	Persen	31,1	26,7	40,0	2,2	0					
3	Saya paham ketika guru menggunakan bahasa Inggris dalam pelajaran bahasa Inggris	13	17	15	0	0	178	3,96	4,00	4	796
	Persen	28,9	37,8	33,3	0	0					
4	Guru saya berbicara bahasa Inggris dengan fasih dan jelas.	14	15	14	1	1	175	3,89	4,00	4	959
	Persen	31,1	33,3	31,1	2,2	2,1					
5	Guru saya selalu mengulang kata dalam bahasa Inggris.	16	14	15	0	0	181	4,02	4,00	5	839
	Persen	35,6	31,1	33,3	0	0					
6	Saya mudah mengingat ketika guru mengulang kata dalam bahasa Inggris.	14	17	12	2	0	178	3,96	4,00	4	959

	Persen	31,1	37,8	26,7	4,4	0					
7	Guru saya lebih banyak menggunakan bahasa Inggris di dalam kelas.	10	10	23	2	0	163	3,62	3,00	3	886
	Persen	22,2	22,2	51,1	4,4	0					
8	Saya selalu mendapatkan kesempatan berbicara bahasa Inggris.	11	9	21	3	1	161	3,58	3,00	3	1011
	Persen	24,4	20,0	46,7	6,7	2,2					
9	Guru saya selalu memberikan instruksi dalam bahasa Inggris.	12	22	10	1	0	180	4,00	4,00	4	769
	Persen	26,7	48,9	22,2	2,2	0					
10	Saya mengerti ketika guru memberikan arahan dalam bahasa Inggris.	17	16	12	0	0	185	4,11	4,00	5	804
	Persen	37,8	35,6	26,7	0	0					
11	Saya semangat ketika guru memberikan intruksi bahasa Inggris.	19	15	11	0	0	188	4,18	4,00	5	806
	Persen	42,2	33,3	24,4	0	0					
12	Guru saya selalu	10	16	16	3	0	168	3,73	4,00	3 ^a	889

	menjawab pertanyaan dalam bahasa Inggris.										
	Persen	22,2	35,6	35,6	6,7	0					
13	Saya paham ketika guru memberikan pertanyaan dalam bahasa Inggris.	15	14	12	4	0	175	3,89	4,00	5	982
	Persen	33,3	31,1	26,7	8,9	0					
14	Kemampuan bahasa Inggris guru memotivasi saya untuk meningkatkan bahasa Inggris.	24	13	6	1	1	193	4,29	5,00	5	944
	Persen	53,3	28,9	13,3	2,2	2,2					
15	Guru saya memberikan pujian ketika jawaban saya benar.	16	12	15	1	1	176	3,91	5,00	5	996
	Persen	35,6	26,7	33,3	2,2	2,2					

Table 4.6. Result of Questionnaire Analysis from MA Muslimat NU of Palangka Raya

N O	Statement	Scale					Total	MN	M D N	M O	SD
		SA	A	U	D	S D					
1	Saya suka guru	1	5	3	1	0	36	3,60	4,00	4	843

	menggunakan bahasa Inggris saat mengajar bahasa Inggris.										
	Persen	10,0	50,0	30,0	10,0	0					
2	Guru saya menggunakan bahasa Inggris selama mengajar pelajaran bahasa Inggris.	0	4	5	1	0	33	3,30	3,00	3	675
	Persen	0	40,0	50,0	10,0	0					
3	Saya paham ketika guru menggunakan bahasa Inggris dalam pelajaran bahasa Inggris	0	4	6	0	0	34	3,40	3,00	3	516
	Persen	0	40,0	60,0	0	0					
4	Guru saya berbicara bahasa Inggris dengan fasih dan jelas.	8	1	1	0	0	47	4,70	5,00	5	675
	Persen	80,0	10,0	10,0	0	0					
5	Guru saya selalu mengulang kata dalam bahasa Inggris.	2	8	0	0	0	42	4,20	4,00	4	422
	Persen	20,0	80,0	0	0	0					

6	Saya mudah mengingat ketika guru mengulang kata dalam bahasa Inggris.	2	3	5	0	0	37	3,7 0	3,5 0	3	823
	Persen	20, 0	30, 0	50, 0	0	0					
7	Guru saya lebih banyak menggunakan bahasa Inggris di dalam kelas.	0	3	5	2	0	31	3,1 0	3,0 0	3	738
	Persen	0	30, 0	50, 0	20, 0	0					
8	Saya selalu mendapatkan kesempatan berbicara bahasa Inggris.	0	4	3	3	0	31	3,1 0	3,0 0	4	876
	Persen	0	40, 0	30, 0	30, 0	0					
9	Guru saya selalu memberikan instruksi dalam bahasa Inggris.	4	2	3	1	0	39	3,9 0	4,0 0	5	110 1
	Persen	40, 0	20, 0	30, 0	10, 0	0					
10	Saya mengerti ketika guru memberikan arahan dalam bahasa Inggris.	2	2	6	0	0	36	3,6 0	3,0 0	3	843
	Persen	20, 0	20, 0	60, 0	0	0					
11	Saya semangat ketika guru memberikan intruksi	0	6	4	0	0	36	3,6 0	4,0 0	4	516

	bahasa Inggris.										
	Persen	0	60,0	40,0	0	0					
12	Guru saya selalu menjawab pertanyaan dalam bahasa Inggris.	1	3	5	1	0	34	3,40	3,00	3	843
	Persen	10,0	30,0	50,0	10,0	0					
13	Saya paham ketika guru memberikan pertanyaan dalam bahasa Inggris.	2	2	5	1	0	35	3,50	3,00	3	972
	Persen	20,0	20,0	50,0	10,0	0					
14	Kemampuan bahasa Inggris guru memotivasi saya untuk meningkatkan bahasa Inggris.	3	5	2	0	0	41	4,10	4,00	4	738
	Persen	30,0	50,0	20,0	0	0					
15	Guru saya memberikan pujian ketika jawaban saya benar.	2	5	3	0	0	39	3,90	4,00	4	738
	Persen	20,0	50,0	30,0	0	0					

Table 4.7. Result of Questionnaire Analysis from SMAS Muhammadiyah 1 of**Palangka Raya**

N O	Statement	Scale					Total	MN	M D N	M O	SD
		SA	A	U	D	S D					
1	Saya suka guru menggunakan bahasa Inggris saat mengajar bahasa Inggris.	0	11	14	0	0	86	3,44	3,00	3	507
	Persen		44,0	56,0							
2	Guru saya menggunakan bahasa Inggris selama mengajar pelajaran bahasa Inggris.	1	11	9	4	0	84	3,36	3,00	4	810
	Persen	4,0	44,0	36,0	16,0	0					
3	Saya paham ketika guru menggunakan bahasa Inggris dalam pelajaran bahasa Inggris.	0	10	12	2	1	81	3,24	3,00	3	779
	Persen	0	40,0	48,0	8,0	4,0					
4	Guru saya berbicara bahasa Inggris dengan fasih	6	13	4	1	1	97	3,88	4,00	4	971

	dan jelas.										
	Persen	24,0	52,0	16,0	4,0	4,0					
5	Guru saya selalu mengulang kata dalam bahasa Inggris.	5	15	5	0	0	100	4,00	4,00	4	645
	Persen	20,0	60,0	20,0	0	0					
6	Saya mudah mengingat ketika guru mengulang kata dalam bahasa Inggris.	6	10	8	1	0	96	3,84	4,00	4	850
	Persen	24,0	40,0	32,0	4,0	0					
7	Guru saya lebih banyak menggunakan bahasa Inggris di dalam kelas.	1	8	11	5	0	80	3,20	3,00	3	816
	Persen										
8	Saya selalu mendapatkan kesempatan berbicara bahasa Inggris.	0	8	14	3	0	80	3,20	3,00	3	645
	Persen	0	32,0	56,0	12,0	0					
9	Guru saya selalu memberikan instruksi dalam bahasa Inggris.	3	19	1	2	0	98	3,92	4,00	4	702
	Persen	12,0	76,0	4,0	8,0	0					
10	Saya mengerti ketika guru memberikan	4	9	10	1	1	89	3,56	4,00	3	961

	arahan dalam bahasa Inggris.										
	Persen	16,0	36,0	40,0	4,0	4,0					
11	Saya semangat ketika guru memberikan intruksi bahasa Inggris.	3	14	7	1	0	94	3,76	4,00	4	723
	Persen	12,0	56,0	28,0	4,0	0					
12	Guru saya selalu menjawab pertanyaan dalam bahasa Inggris.	0	17	8	0	0	92	3,68	4,00	4	476
	Persen	0	68,0	32,0	0	0					
13	Saya paham ketika guru memberikan pertanyaan dalam bahasa Inggris.	3	7	14	0	1	86	3,44	3,00	3	870
	Persen	12,0	28,0	56,0	0	4,0					
14	Kemampuan bahasa Inggris guru memotivasi saya untuk meningkatkan bahasa Inggris.	8	11	6	0	0	102	4,08	4,00	4	759
	Persen	32,0	44,0	24,0							
15	Guru saya memberikan pujian ketika jawaban saya benar.	7	6	11	1	0	94	3,76	4,00	3	926
	Persen	28,	24,	44,	4,0	0					

		0	0	0							
--	--	---	---	---	--	--	--	--	--	--	--

Table 4.8. Result of Questionnaire Analysis from SMKN 1 of Palangka Raya

N O	Statement	Scale					Total	MN	M D N	M O	SD
		SA	A	U	D	S D					
1	Saya suka guru menggunakan bahasa Inggris saat mengajar bahasa Inggris.	9	37	14	9	1	254	3,63	4,00	4	920
	Persen	12,9	52,9	20,0	12,9	1,4					
2	Guru saya menggunakan bahasa Inggris selama mengajar pelajaran bahasa Inggris.	5	36	20	7	2	245	3,50	4,00	4	881
	Persen	7,1	51,4	2,86	10,0	2,9					
3	Saya paham ketika guru menggunakan bahasa Inggris dalam pelajaran bahasa Inggris.	7	20	29	12	2	228	3,26	3,00	3	958
	Persen	10,0	28,6	41,4	17,1	2,9					
4	Guru saya berbicara	20	25	17	5	3	264	3,77	4,00	4	1079

	bahasa Inggris dengan fasih dan jelas.										
	Persen										
5	Guru saya selalu mengulang kata dalam bahasa Inggris.	12	37	17	4	0	267	3,81	4,00	4	786
	Persen	28,6	35,7	24,3	7,1	4,3					
6	Saya mudah mengingat ketika guru mengulang kata dalam bahasa Inggris.	12	24	19	14	1	242	3,46	4,00	4	1045
	Persen	17,1	34,3	27,1	20,0	1,4					
7	Guru saya lebih banyak menggunakan bahasa Inggris di dalam kelas.	9	26	20	13	2	237	3,39	3,50	4	1026
	Persen	12,9	37,1	28,6	18,6	2,9					
8	Saya selalu mendapatkan kesempatan berbicara bahasa Inggris.	5	12	32	20	1	210	3,00	3,00	3	901
	Persen	7,1	17,1	45,7	28,6	1,4					
9	Guru saya selalu memberikan instruksi dalam bahasa Inggris.	10	35	20	5	0	260	3,71	4,00	4	801
	Persen	14,3	50,0	28,6	7,1	0					
10	Saya	6	29	23	12	0	239	3,4	3,5	4	876

	mengerti ketika guru memberikan arahan dalam bahasa Inggris.							1	0		
	Persen	8,6	41,4	32,9	17,1	0					
11	Saya semangat ketika guru memberikan intruksi bahasa Inggris.	8	26	32	2	2	246	3,51	3,00	3	847
	Persen	11,4	37,1	45,7	2,9	2,9					
12	Guru saya selalu menjawab pertanyaan dalam bahasa Inggris.	6	29	23	11	1	238	3,40	3,50	4	907
	Persen	8,6	41,4	32,9	15,7	1,4					
13	Saya paham ketika guru memberikan pertanyaan dalam bahasa Inggris.	2	20	36	11	1	221	3,16	3,00	3	773
	Persen	2,9	28,6	51,4	15,7	1,4					
14	Kemampuan bahasa Inggris guru memotivasi saya untuk meningkatkan bahasa Inggris.	27	20	15	8	0	276	3,94	4,00	5	1034
	Persen	38,6	28,6	21,4	11,4						
15	Guru saya memberikan pujian ketika	22	25	21	2	0	277	3,96	4,00	4	859

	jawaban saya benar.										
	Persen	31,4	35,7	30,0	2,9	0					

Table 4.9. Result of Questionnaire Analysis from 5 school of Palangka Raya

N O	Statement	Scale					Total	MN	M D N	M O	SD
		SA	A	U	D	S D					
1	Saya suka guru menggunakan bahasa Inggris saat mengajar bahasa Inggris.	50	92	67	10	1	880	3,82	3,82 ^a	4	851
	Persen	22,7	41,8	30,5	4,5	5					
2	Guru saya menggunakan bahasa Inggris selama mengajar pelajaran bahasa Inggris.	32	94	76	16	2	798	3,63	3,64 ^a	4	853
	Persen	14,5	42,7	34,5	7,3	9					
3	Saya paham ketika guru menggunakan bahasa Inggris dalam pelajaran bahasa Inggris.	31	79	90	17	3	778	3,54	3,53 ^a	3	878
	Persen	14,	35,	40,	7,7	1,					

		1	9	9		4					
4	Guru saya berbicara bahasa Inggris dengan fasih dan jelas.	67	78	58	12	5	850	3,86	3,94 ^a	4	988
	Persen	30,5	35,5	26,4	5,5	2,3					
5	Guru saya selalu mengulang kata dalam bahasa Inggris.	51	106	54	9	0	859	3,90	3,93 ^a	4	797
	Persen	23,2	48,2	24,5	4,1	0					
6	Saya mudah mengingat ketika guru mengulang kata dalam bahasa Inggris.	43	85	71	20	1	809	3,68	3,69 ^a	4	907
	Persen	19,5	38,6	32,3	9,1	5					
7	Guru saya lebih banyak menggunakan bahasa Inggris di dalam kelas.	32	75	85	26	2	769	3,50	3,49 ^a	3	914
	Persen	14,5	34,1	38,6	11,8	9					
8	Saya selalu mendapatkan kesempatan berbicara bahasa Inggris.	29	50	103	35	3	727	3,30	3,27 ^a	3	938
	Persen	13,2	22,7	46,8	15,9	1,4					
9	Guru saya selalu memberikan instruksi dalam bahasa	40	117	51	12	0	845	3,84	3,86 ^a	4	781

	Inggris.										
	Persen	18, 2	53, 2	23, 2	5,5	0					
10	Saya mengerti ketika guru memberikan arahan dalam bahasa Inggris.	43	91	70	15	1	820	3,7 3	3,73 ^a	4	87 0
	Persen	19, 5	41, 4	31, 8	6,8	5					
11	Saya semangat ketika guru memberikan intruksi bahasa Inggris.	50	81	83	4	2	833	3,7 9	3,76 ^a	3	84 7
	Persen	22, 7	36, 8	37, 7	1,8	9					
12	Guru saya selalu menjawab pertanyaan dalam bahasa Inggris.	31	87	83	18	1	789	3,5 9	3,58 ^a	4	84 8
	Persen	14, 1	39, 5	17, 7	8,2	5					
13	Saya paham ketika guru memberikan pertanyaan dalam bahasa Inggris.	35	78	88	17	2	787	3,5 8	3,57 ^a	3	88 0
	Persen	15, 9	35, 5	40, 0	7,7	9					
14	Kemampuan bahasa Inggris guru memotivasi saya untuk meningkatkan bahasa Inggris.	99	65	44	11	1	910	4,1 4	3,26 ^a	5	93 6
	Persen	45,	29,	20,	5,0	5					

		0	5	0							
15	Guru saya memberikan pujian ketika jawaban saya benar.	68	81	66	4	1	871	3,96	3,98 ^a	4	851
	Persen	30,9	36,8	30,0	1,8	5					

Note:

SA = Strong Agree

A = Agree

U = Uncertain

D = Disagree

SD = Strongly Disagree

J = Total Responden

R = Persentase Students' Perception

s = Total Score

S = Total Score x High Score

Table 4.10. Table of Presentation, student perception, item 1

item_1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.5	.5	.5
	2	10	4.5	4.5	5.0
	3	67	30.5	30.5	35.5
	4	92	41.8	41.8	77.3
	5	50	22.7	22.7	100.0
	Total	220	100.0	100.0	

Item 1, stated that the student like teacher using English Language when teaching English language. The table above shows that there are 50 students (22,7 %) voted strongly agreed, 92 students (41,8%) voted agreed, 67 students (30,5%) voted uncertainly, 10 students (4,5%) voted disagreed, and 1 student (0,5%) vote strongly disagreed.

Table 4.11. Table of Presentation, student perception item 2

item_2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	.9	.9	.9
	2	16	7.3	7.3	8.2
	3	76	34.5	34.5	42.7
	4	94	42.7	42.7	85.5
	5	32	14.5	14.5	100.0
	Total	220	100.0	100.0	

Item 2, stated that my teacher is speaking English during the process of teaching and learning English subject. The table above shows that there are 32 students (14,5 %) voted strongly agreed, 94 students (42,7%) voted agreed, 76 students (34,5%) voted uncertainly, 16 students (7,3%) voted disagreed, and 2 student (0,9%) vote strongly disagreed.

Table 4.12. Table of Presentation, student perception, item 3

item_3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	1.4	1.4	1.4
	2	17	7.7	7.7	9.1

	3	90	40.9	40.9	50.0
	4	79	35.9	35.9	85.9
	5	31	14.1	14.1	100.0
	Total	220	100.0	100.0	

Item 3, stated that the student understand when the teacher using English on English subject. The table above shows that there are 31 students (14,1 %) voted strongly agreed, 79 students (35,9,%) voted agreed, 90 students (40,9%) voted uncertainly, 17 students (7,7%) voted disagreed, and 3 student (1,4%) vote strongly disagreed.

Table 4.13. Table of Presentation, student perception, item 4

item_4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	2.3	2.3	2.3
	2	12	5.5	5.5	7.7
	3	58	26.4	26.4	34.1
	4	78	35.5	35.5	69.5
	5	67	30.5	30.5	100.0
	Total	220	100.0	100.0	

Item 4, stated that my teacher speaks English fluently and clearly. The table above shows that there are 67 students (30,5 %) voted strongly agreed, 78 students (35,5%) voted agreed, 58 students (26,4%) voted uncertainly, 12 students (5,5%) voted disagreed, and 5 student (2,3%) vote strongly disagreed.

Table 4.14. Table of Presentation, student perception, item 5

item_5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	9	4.1	4.1	4.1
	3	54	24.5	24.5	28.6
	4	106	48.2	48.2	76.8
	5	51	23.2	23.2	100.0
	Total	220	100.0	100.0	

Item 5, stated that my teacher always repeated word in English. The table above shows that there are 51 students (23,2 %) voted strongly agreed, 106 students (48,2%) voted agreed, 54 students (24,5%) voted uncertainly, 9 students (4,1%) voted disagreed.

Table 4.15. Table of Presentation, student perception, item 6

item_6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.5	.5	.5
	2	20	9.1	9.1	9.5
	3	71	32.3	32.3	41.8
	4	85	38.6	38.6	80.5
	5	43	19.5	19.5	100.0
	Total	220	100.0	100.0	

Item 6, stated that I am easy to remember when the teacher repeated the word on English language. The table above shows that there are 43 students (19,5 %) voted strongly agreed, 85 students (38,6%) voted agreed, 71 students (32,3%) voted uncertainly, 20 students (9,1%) voted disagreed, and 1 student (0,5%) vote strongly disagreed.

Table 4.16. Table of Presentation, student perception item 7

item_7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	.9	.9	.9
	2	26	11.8	11.8	12.7
	3	85	38.6	38.6	51.4
	4	75	34.1	34.1	85.5
	5	32	14.5	14.5	100.0
	Total	220	100.0	100.0	

Item 7, stated that my teacher use English more frequently in class. The table above shows that there are 32 students (14,5 %) voted strongly agreed, 75 students (34,1%) voted agreed, 85 students (38,6%) voted uncertainly, 26 students (11,8%) voted disagreed, and 2 student (0,9%) vote strongly disagreed.

Table 4.17. Table of Presentation, student perception, item 8

item_8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	1.4	1.4	1.4
	2	35	15.9	15.9	17.3
	3	103	46.8	46.8	64.1
	4	50	22.7	22.7	86.8
	5	29	13.2	13.2	100.0
	Total	220	100.0	100.0	

Item 8, stated that I am always getting opportunities speaking in English. The table above shows that there are 29 students (13,2 %) voted strongly agreed,

50 students (22,7%) voted agreed, 103 students (46,8%) voted uncertainly, 35 students (15,9%) voted disagreed, and 3 student (1,4%) vote strongly disagreed.

Table 4.18. Table of Presentation, student perception, item 9

item_9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	12	5.5	5.5	5.5
	3	51	23.2	23.2	28.6
	4	117	53.2	53.2	81.8
	5	40	18.2	18.2	100.0
	Total	220	100.0	100.0	

Item 9, stated that my teacher always giving instruction on English. The table above shows that there are 40 students (18,2 %) voted strongly agreed, 117 students (53,2%) voted agreed, 51 students (23,2%) voted uncertainly, 12 students (5,5%) voted disagreed.

Table 4.19. Table of Presentation, student perception, item 10

item_10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.5	.5	.5
	2	15	6.8	6.8	7.3
	3	70	31.8	31.8	39.1
	4	91	41.4	41.4	80.5
	5	43	19.5	19.5	100.0
	Total	220	100.0	100.0	

Item 10, stated that I am understand when the teacher giving instruction on English. The table above shows that there are 43 students (19,5 %) voted strongly agreed, 91 students (41,4%) voted agreed, 70 students (31,8%) voted uncertainly, 15 students (6,8%) voted disagreed, and 1 student (0,5%) vote strongly disagreed.

Table 4.20. Table of Presentation, student perception, item 11

item_11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	.9	.9	.9
	2	4	1.8	1.8	2.7
	3	83	37.7	37.7	40.5
	4	81	36.8	36.8	77.3
	5	50	22.7	22.7	100.0
	Total	220	100.0	100.0	

Item 11, stated that I am excited when the teacher giving instruction on English. The table above shows that there are 50 students (22,7 %) voted strongly agreed, 81 students (36,8%) voted agreed, 83 students (37,7%) voted uncertainly, 4 students (1,8%) voted disagreed, and 2 student (0,9%) vote strongly disagreed.

Table 4.21. Table of Presentation, student perception, item 12

item_12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.5	.5	.5

	2	18	8.2	8.2	8.6
	3	83	37.7	37.7	46.4
	4	87	39.5	39.5	85.9
	5	31	14.1	14.1	100.0
	Total	220	100.0	100.0	

Item 12, stated that my teacher always answer question on English. The table above shows that there are 31 students (14,5 %) voted strongly agreed, 87 students (39,5%) voted agreed, 83 students (37,7%) voted uncertainly, 18 students (8,2%) voted disagreed, and 1 student (0,5%) vote strongly disagreed.

Table 4.22. Table of Presentation, student perception, item 13

item_13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	.9	.9	.9
	2	17	7.7	7.7	8.6
	3	88	40.0	40.0	48.6
	4	78	35.5	35.5	84.1
	5	35	15.9	15.9	100.0
	Total	220	100.0	100.0	

Item 13, stated that I am understand when the teacher giving question on English. The table above shows that there are 35 students (15,9 %) voted strongly agreed, 78 students (35,5%) voted agreed, 88 students (40,0%) voted uncertainly, 17 students (7,7%) voted disagreed, and 2 student (0,9%) vote strongly disagreed.

Table 4.23. Table of Presentation, student perception, item 14

item_14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	0.5	.5	.5
	2	11	5.0	5.0	5.5
	3	44	20.0	20.0	25.5
	4	65	29.5	29.5	55.0
	5	99	45.0	45.0	100.0
	Total	220	100.0	100.0	

Item 14, stated that English teacher skill motivated me to improve my skill on English. The table above shows that there are 99 students (45,5 %) voted strongly agreed, 65 students (29,5%) voted agreed, 44 students (20,5%) voted uncertainly, 11 students (5,0%) voted disagreed, and 1 student (0,5%) vote strongly disagreed.

Table 4.24. Table of Presentation, student perception, item 15

item_15					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.5	.5	.5
	2	4	1.8	1.8	2.3
	3	66	30.0	30.0	32.3
	4	81	36.8	36.8	69.1
	5	68	30.9	30.9	100.0
	Total	220	100.0	100.0	

Item 15, stated that my teacher give me a compliment when my answer is correct. The table above shows that there are 68 students (30,9 %) voted strongly agreed, 81 students (36,8%) voted agreed, 66 students (30,0%) voted uncertainly, 4 students (1,8%) voted disagreed, and 1 student (0,5%) vote strongly disagreed.

C. Discussion

Based on the finding above, the reseracher explained that student perception on EFL teacher talking time of english classroom of 5 senior high school Palangka Raya with questionnaire.

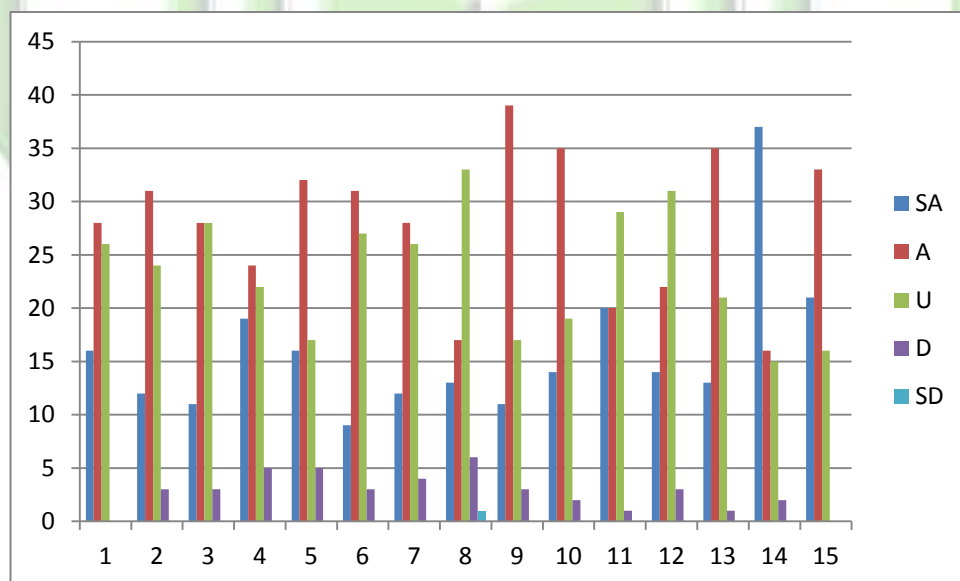


Figure 4.1. Result of Questionnaire SMAN 1 Palangka Raya

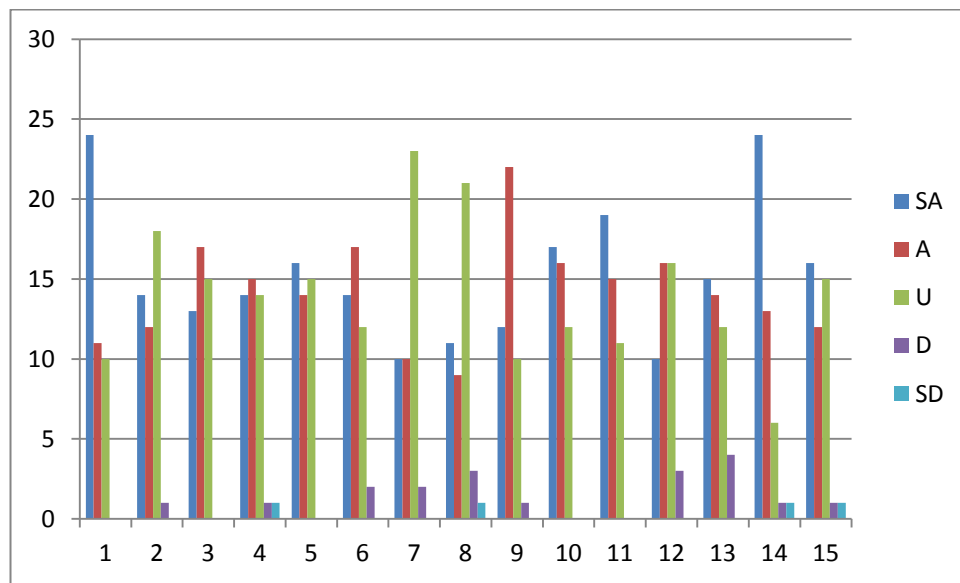


Figure 4.2. Result of Questionnaire MAN Kota Palangka Raya

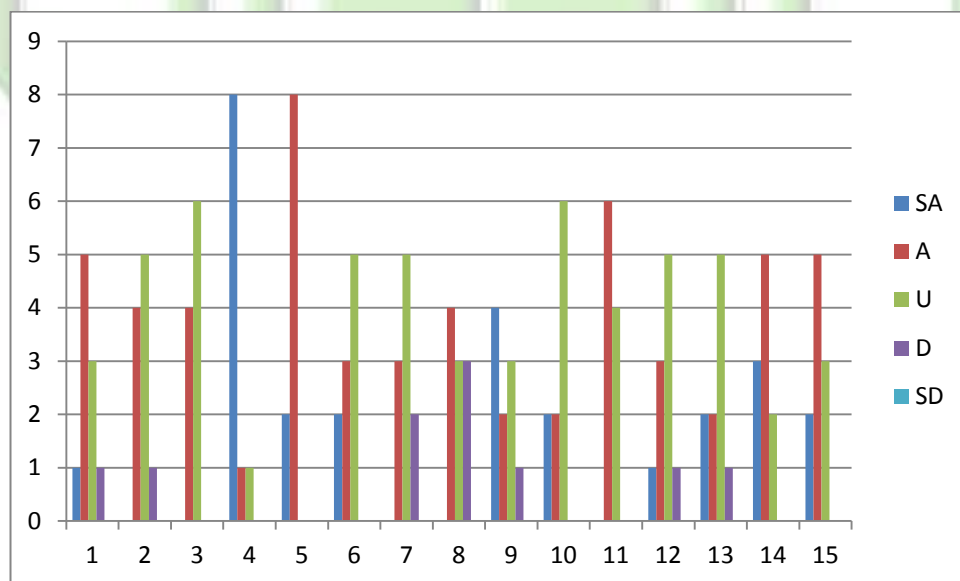


Figure 4.3. Result of Questionnaire MA Muslimat NU Palangka Raya

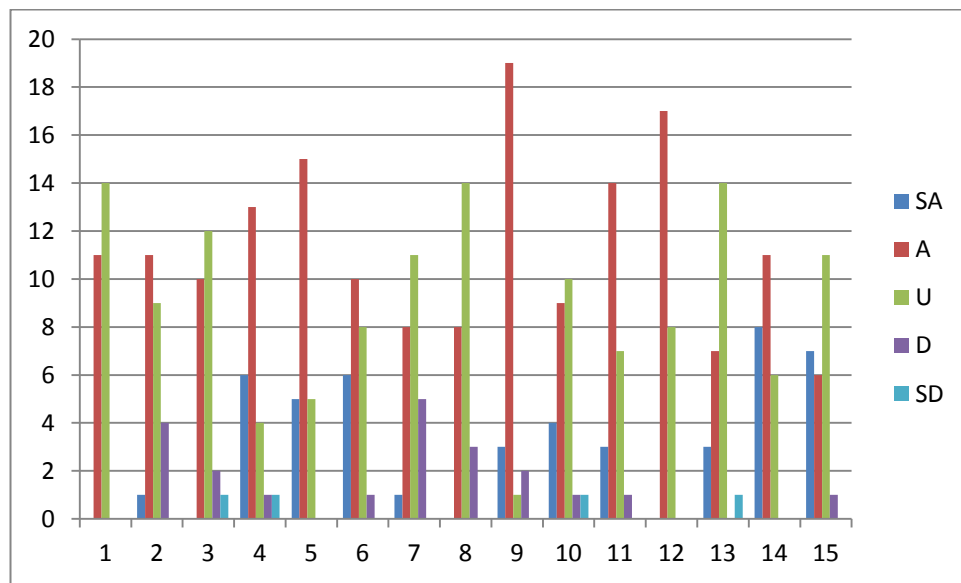


Figure 4.4. Result of Questionnaire SMAS Muhammadiyah 1 Palangka

Raya

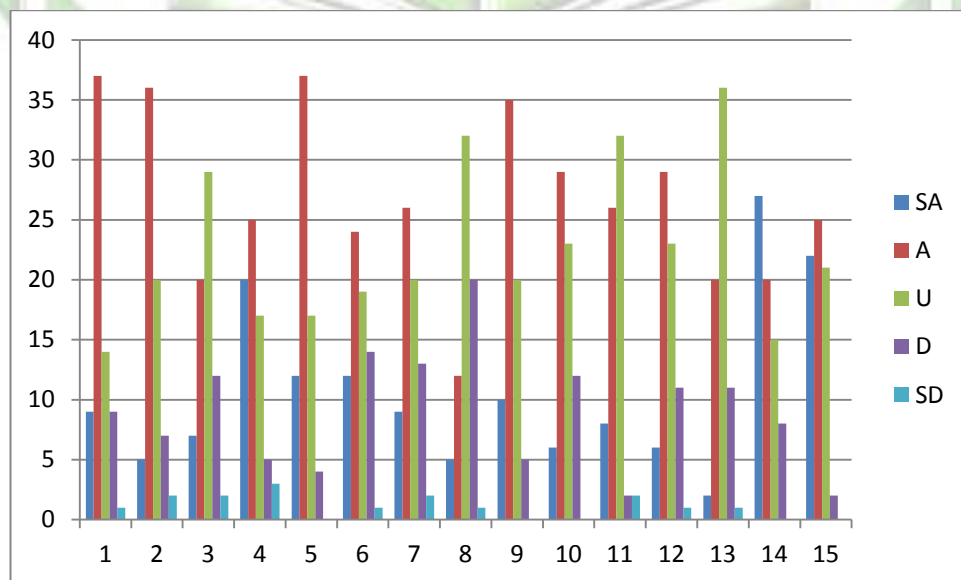


Figure 4.5. Result of Questionnaire SMAS Muhammadiyah 1 Palangka

Raya

From the chart, most of student from 4 school of the sample chose agreed for questionnaire number 1 except MA Muslimat NU which the respondent from the school dominantly chose uncertain. For questionnaire number 2, from SMKN 1 Palangka Raya, SMAS Muhammadiyah1 Palangka Raya and SMAN 1 Palangka Raya most of respondent chose agreed. It's different from MAN Kota and MA Muslimat NU which most of the respondent chose uncertain. Questionnaire item 3, most of the respondent from MAN kota, MA Muslimat NU and SMKN 1 Palangka Raya chose uncertain and most of respondent from SMAN 1 and MAN kota Palangka Raya chose agreed.

For the item questionnaire number 4 until 5 all of respondent from 5 school of Palangka Raya chose agreed. Furthermore, different from the item questionnaire 4 and 5, for item questionnaire 6, most of respondent from 4 school of Palangka Raya chose agreed except NU most of respondent chose uncertain. Meanwhile, item questionnaire number 7 most of respondent from SMAN 1 and SMKN 1 of Palangka Raya chose agreed but SMA Muhammadiyah 1, MA Muslimat NU and MAN Kota of Palangka Raya chose uncertain. For item number 8, most of respondent from 4 schools chose uncertain. Only respondent from MA Muslimat NU chose agreed. Different with item 8, for item questionnaire 9, most of respondent from 5 school chose agreed.

For item questionnaire 10, most of respondent from MA Muslimat NU and SMAS Muhammadiyah 1 of Palangka Raya chose uncertain and SMKN 1, SMAN 1, MAN Kota of Palangka Raya chose agreed. Then, item questionnaire 11, SMKN 1 and SMAN 1 of Palangka Raya chose uncertain, different with SMAS

Muhammadiyah 1, MAN Kota and MA Muslimat NU chose agreed. For item questionnaire 12, most of respondent from SMAN 1 and MA Muslimat NU of Palangka Raya chose uncertain. From SMKN 1, SMAS Muhammadiyah 1 and MAN Kota of Palangka Raya chose agreed.

Then, most of respondent from item 13 from SMAN 1 and MAN Kota of Palangka Raya chose, MA Muslimat NU, SMAS Muhammadiyah 1, and SMKN 1 of Palangka Raya chose uncertain. The last for the item 14 and 15, most of respondent chose agreed. Only one school chose uncertain for item 15 was MA Muslimat NU.

Overall, based on chart the result of the questionnaire from 5 school of Palangka Raya, from the result of questionnaire item 2 most of teacher of the school that use English language on the class when teaching and learning process were SMKN 1 Palangka Raya (51,4 %), SMAN 1 Palangka Raya (44,3%), SMAS Muhammadiyah 1 Palangka Raya (44%), MA Muslimat NU (40%), and MAN Kota Palangka Raya (31,1%).

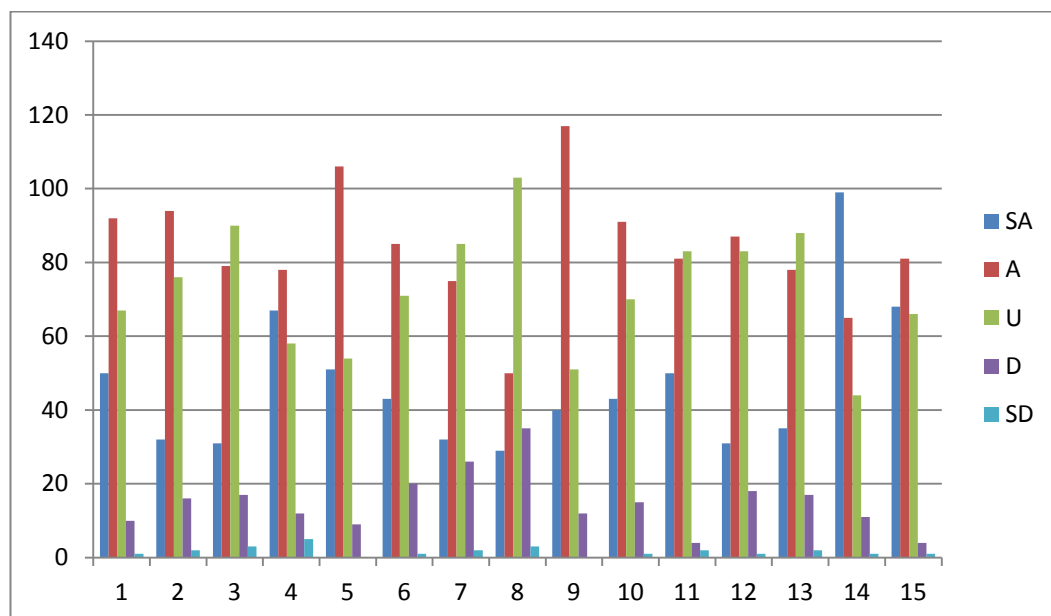


Figure 4.6. Result All of Questionnaire

In general this research was aimed to know about student perception on EFL teacher talking in the class. It can be seen, the most of student choose agree for questionnaire 1 in which the students liked the teacher speak English while teaching the subject because it very essential for improve the student ability. Based on the result that had been depicted on the chart number 1 it revealed that it was 41,8 % or most of students choose the statement of questionnaire item 1 that they agreed that they liked the teacher spoke English while teaching English subject. (see chart 4.1) In line with Nunan (1991), teacher talk is of a crucial importance, not only for organization of the classroom but also for the process of acquisition. It is through language that teachers either succeed or fail in implementing their plans. In term of acquisition, teacher talk is important because

it is probably the major source of comprehensible target language input the learners is likely to receive.

For the questionnaire item 2, it was 42,7 % or most of student choose statement of the questionnaire item 2 that they agreed which their teacher applied English on the teaching and learning process of the classroom (see chart 4.1). From this result, it can be related Ortega (2009), based on the Krashen the single most important source of L2 learning is comprehensible input. If the teacher used the English as a main language of the class, it automatically stimulus the student and made the student familiar with the language.

Meanwhile, the highest score of item 3 was 40,9% (see chart 4.1) of respondent choose to be uncertain that the student understood when teachers using English language explaining the material. It can be seen this questionnaire was related on the questionnaire item 1, which was most of student agreed the teacher using English language when the teaching and learning process.

From questionnaire number 1 until 3 ovearall the respondent had chosen positif perception. Its mean from 5 school of Palangka Raya, teacher which teach used English in the class had creat an ideal English Environment for students to learn and communicate in the target language. In line with Anton (1993) had said, teacher talk can creat an ideal English Environment for students to learn and communicate in the target language, wich will help students acquire a good language habit and linguistic competence.

For item number 4, 35,5 % of respondent agreed for the statement of questionnaire item 4, namely they agreed that the teacher spoke English fluently and clearly (see chart 4.1). If the input was perfectly, the learners will use L2 correctly. Back to the Krashen the single most important source of l2 learning is comprehensible input.

It was 48,2% of respondents agreed for the statement of the questionnaire item 5, which they agreed that the teacher always repeated word in English language. Zhou's (2006) belief that a repeated task / word can enhance complexity because teacher can be prepared to venture into more complex sentence structures. for the item 6, 38,8 % of respondents agreed for the statement namely they agreed that it was easy to remember when the teacher repeated word in English. In line with Ellis & Beaton, 1993, in Read, 2000) repeated is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory. (see chart 4.1)

Same with item 5, item 6 was 38,6 % respondent agreed which that student easy to remember when the teacher repeated word in English. It was declared 38,6 % student on agreed (see chart 4.1). The result of this questionnaire in line with Ellis & Beaton, 1993, in Read, 2000) which they have created, repeated is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory.

Yanfen & Yuqin (2010) had creat to make more interaction with student's, the teacher talk can bring up an interactive strategy to the student with repetition,

prompting, prodding, and expansions. From the questionnaire number 4 until 6, the student dominantly chosen agreed. Its mean the teacher were good in application strategies in the class.

Different with item 6, about 38,6 % the student were uncertain answer the questionnaire which the teacher are more frequently speaking English in the classroom for the item 7. The result of this questionnaire did not be describe because student did not answered on agree nor disagree. Based on the Krashen on Ortega (2009), single most important source of L2 learning is comprehensible input. If the input not perfectly, the learners will not use L2 correctly.

The next was 46,8% of respondents choose being uncertain perception statement of questionnaire item 8 about student always get a chance to speak English. From this questionnaire, the student did not place their selves either agree or disagree. This is not in line with Richard (1996) getting students to speak – to use the language they are learning – is a vital part of a teacher's job. Therefore, student must maximize they speak and teacher must minimize they speak.

Based on the statement of questionnaire item 9 which statement the teacher always give instruction in English, 53, 2% of student choose agree. Then, same with item before, for the item 10 it was 41,4 % of respondents agreed that they understood when the teacher give direction in English. Different from 2 questionnaire before, for the questionnaire number 11, it was 37,7 % of respondents choose being uncertain namely about their passion when gave

English instruction. It can be seen on the result of questionnaire for this, the student did not put their selves into agree nor disagree.

While, based on the statement item 12 which that teacher always answer the question using English. The most of student choose agreed 39,5 % (see chart 4.1). Then, for the item 13, most of student choose uncertain 40,0 % that they understood when teacher asked question using English (see chart 4.1). On the other hand, it was 45, 0 % of student choose strongly agree that English teacher ability motivating student to improve their English skill.

The last, 36,8 % of respondent choose agree for the statement of questionnaire item 15 that the teachers gave compliment to the student who answer the question correctly. In line with nunan (1991), positive feedback is better than negative feedback in the progress of promoting learner's learning behavior. Positive feedback can not only let the learners know that they successfully finish their learning task, but also stimulate their learning interest and motives.

Flander (1970) had cited in Nunan (1989, p.149) teacher talk is categorized into two main type, indirect influence and direct influence. In indirect influence, teacher could accept students' feeling, praising or encouraging students, accepting or using students' ideas, and asking questions to the pupil. Teacher directly influences the students by lecturing the students, giving direction, and critizing as well as justifying authorities. Questionnaires number 8 until 13 about indirect influence of teacher talk. The data showed the the student for the

questionnaire number 8,11, and 13 chosen uncertainly. For the questionnaires number 14 and 15 about teacher directly influences. The data showed the student strongly agreed for number 14 and agreed for number 15. Its means the theacher are good in applying influences for the student.

The overall result of questionnaire above were agree item 1 (41,8%), item 2 (42,7%), item 4 (35,5%), item 5 (48,2%), item 6 (38,8%), item 9 (53,2%), item 10 (41,4%), item 12 (39,5%), item 14 (45,0%), item 15 (36,8%) and uncertainly item 3 (40,9%), item 7 (38,6%), item 8 (46,8%), item 11 (37,7%), item 13 (40,0%). From the two perception, it can be seen that the perception of ‘agree’ was higher than uncertainly. According to the answer of student perception on questionnaire about EFL teacher talking time of 5 English classroom of senior high school Palangka Raya was dominantly agree. It can be said the perception of the student to the teacher talk are good.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contained the conclusion of the finding and suggestion. The conclusion was too summarize the finding, and the suggestion was aimed to the students, specifically for the English teacher of Palangka Raya, and those who are interest further in researching about Teacher talk.

A. Conclusion

Based on the result of the questionnaire answered by students from 5 schools in Palangka Raya, it can be concluded that the perception of student tended to prefer their English teacher talking using English language in classroom. This preference was concluded from the dominant scale that had been chose –that was, the scale of “agree”. This “agree” included toward the statement that led to the teacher as the subject of the questions like teachers speaking English in teaching and learning process by applying some activities such as repeating the words, giving instruction, asking and answering questions, motivating and praising the student that dominantly used English language.

B. Suggestion

1. For Student

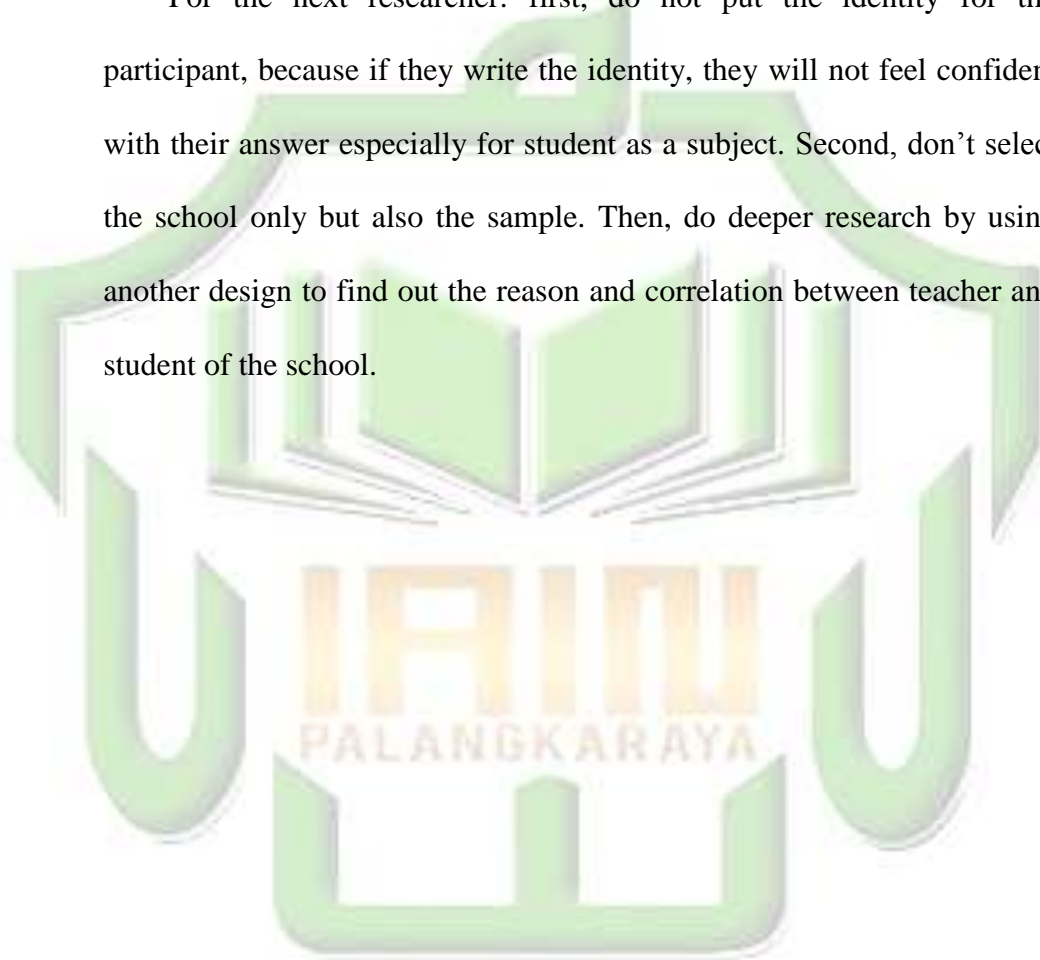
It is suggested that English also more frequently used by student in encourage the class situation while teacher speak using English in classroom.

2. For teacher

It is suggested that English is more frequently to be applied by teachers in teaching English subject including in explaining, asking and answering question, giving instruction, motivation, and compliment.

3. For the other researcher

For the next researcher: first, do not put the identity for the participant, because if they write the identity, they will not feel confident with their answer especially for student as a subject. Second, don't select the school only but also the sample. Then, do deeper research by using another design to find out the reason and correlation between teacher and student of the school.



REFERENCES

- Adediwura, Bada Tayo. *Perception of Teacher Knowledge, Attitude, and Teaching Skills as Predictor of Academic Performance in Nigerian Secondary Schools*. Educational Research and Review Vol. 2 (7), July, 2007. Pp: 165-171
- Adnan, M, Latief. 2014. *Research Methods on Language Learning An Introduction*. Malang: Um Press
- American Psychological Association, American Research Association and National Council on Measurement in Education (1999). *Standards for Educational and Psychological Testing* Washington, D. C.
- Ary, D., Jacobs L.C., Sorensen, C., and Razavieh, A., "Introduction to Study in Education (Eight Edition)". Wadsworth: Wadsworth Cengage Learning, 2010.
- Arikunto, S. 2002. *Prosedur Penelitian Suatu Pendekatan Praktik (edisi VI)*, Jakarta: PT. Asdi Mahastya.
- Brown, H.D. 2002. *Teaching By Principle- An Interactive Approach to Language Pedagogy (2nd edition)*. London: Longman, Pearson Education.
- Camenson, B. 2007. *Opportunities in teaching English to speakers of other languages (Rev. ed.)*. New York: McGraw Hill.
- Daniel Mujis. *Doing Quantitative Research in Education with SPSS*. New Delhi: Sage Publications, 2004.
- Gebhard, J. G. 2006. *Teaching English as a foreign or second language: A self-development and methodology guide(2nd ed.)*. Ann Arbor: University of Michigan Press.
- Goh, C. M, Cristine & Rita Elaine Silver. 2004. *Language Acquisition and Development*. Singapore: Nanyang University Press.
- Harmer, J. 2007. *The practice of English language teaching (4th ed.)*. Harlow, England: Pearson Education.
- Hashim, N.M.H. Nik, Alam, S.S, and Yusoff, N.M. 2014. *Realationship Between Teacher's Personality, Monitoring, Learning, Environment, And Students' EFL Performance*. Journal of Language Studies,14(1), 101- 116.

- Hazel, Watson & Viney Limited Aylesbury. 1987. *Oxford Advanced Learners Dictionary of Current English*. Britain: Oxford University Press.
- Hornby. 1974. *Oxford Advanced Learners Dictionary of Current English*. London: Oxford University Press.
- Horst, M., Collins, L., White, J., & Cardoso, W. (2010, March). *Does ESL teach talk support incidental vocabulary acquisition?* Paper presented at the annual conference of the American Association for Applied Linguistics, Atlanta, GA.
- Incecay, G. 2010. The role of teacher talk in young learners' language process. *Procedia Social and Behavioral Sciences*, 2(2), 277-281.
- Irmayani., Sofeny, D. 2017. *Student Perception Towards Teacher Talk in English Classrooms*. Publish on Seminar Nasional Sistem Informasi. Malang: UNMER.
- Krashen, S.D. 1985. *The Input Hypothesis: Issue and Implications*. New York: Longman Inc.
- Lin, H. Y. 2005. *Teacher talk of native and non-native English teachers in EFL classrooms*. Unpublished master thesis, Min-Chuang University, Taipei, Taiwan.
- Liu, M., & Zhu, L. 2012. *An Investigation And Analysis Of Teacher Talk in College English Class*. *International Journal Of English Linguistic*, 5(2). 117-121.
- Mahmoodi, F. 2016. *The effect of teacher talk style on student achievement*. *International Journal Of Educational And Psychological Research*, 4(2). 205-212.
- Nunan, D. 1991. *Language Teaching Methodology*. Hemel Hempstead, Herts: Prentice Hall.
- Putri, D.S. 2015. *The Analysis of Teacher Talk and The Characteristic of Classroom Interaction in English as a Foreign Language Classroom*. *Journal of English and Education*, 3(2), 16-27.
- Ranjit Kumar. 2011. *Research Methodology a step-by-step guide for beginners*. New Delhi: SAGE Publication.
- Read, J. 2000. *Assessing vocabulary*. United Kingdom: Cambridge University Press.

- Riduwan. 2004. *Metode dan teknik penyusunan tesis*. Bandung:Alfabeta
- Richards, J., & Lockhart, C.1996. *Reflective Teaching in Second language Classrooms*. Cambridge:Cambridge University Press.
- Sadeghi, S., Ansari, F.J., and Rahmani, R. 2015. *The Effect of Teacher Talk on EFL learners' Language Learning Performnce, and Learning Sttrategy Use*. IJLLALW, 8(2). 179-192.
- Sandra Lee Mckey. 2006. *Researching Second Language Classroom*. London: Laurance Erlbaum Associate
- Setiawati, S. 2012. *A Descriptive Study On The Teacher Talk At EYL Classroom*. Conaplin Journal, 2(1).33-47.
- Sugiono. 2004. *Statistik untuk Penelitia*. Bandung:Alfabeta
- Stern, H.H. 1983. *Fundamental Concepts of Language Teaching*. Shanghai: Shanghai Foreign Language Educational press.
- Tsegaye, A., Alemayu & Davidson, D. 2014. *The Ratio Of Teacher Talking Time To Students Talking Time In EFL Classroom: A Case In Six Partner Preparatory School Of Haramaya University, Ethiopia*. Abhinav National Monthly Refereed Journal of Research in ARTS & Educational, 5(3), 1-5.
- Xiao-Yan, M. 2006. *Teacher Talk and EFL in university classrooms*. Unpublish manuscript, School of Foreign Language and Literature.
- Yanfen, Liu., and Yuqin, Zhao. 2010. *A study of teacher talk in interaction in English classes*. Chinese Journal of Applied Linguistics, 33(2), 76-86
- Zhou, D. 2006. *A study on the effects of input frequency and output frequency*. Modern Foreign Languages, 29(2), 154-163.